DOCUMENT RESUME

ED 471 617 CE 084 266

AUTHOR	Slater, Marsha; Allsman, Ava; Savage, Ron; Havens, Lani; Blohm, Judee; Raftery, Kate
TITLE	Roles of the Volunteer in Development: Toolkits for Building Capacity.
INSTITUTION	Peace Corps, Washington, DC. Information Collection and Exchange Div.
REPORT NO	ICE-T0005
PUB DATE	2002-07-00
NOTE	275p.
AVAILABLE FROM	For full text: http://www.peacecorps.com/library/pdf/T0005_rvidcomplete.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC12 Plus Postage.
DESCRIPTORS	Adult Education; Adult Literacy; Adult Programs; Case Studies; *Change Agents; Classroom Techniques; *Community Development; Economic Development; Educational Cooperation; Educational Practices; Educational Resources; Foreign Countries; Glossaries; Guidelines; Indigenous Populations; Leadership; Learning Activities; Learning Processes; Lesson Plans; Literacy Education; Mentors; Models; Nonprofit Organizations; Participation; Participative Decision Making; *Partnerships in Education; Planning; Postsecondary Education; Program Development; Resource Materials; *Sustainable Development; Trainers; Training Methods; Voluntary Agencies; *Volunteer Training; *Volunteers
IDENTIFIERS	*Capacity Building; Facilitators (Personnel Development); Peace Corps

ABSTRACT

This document, which was developed to assist Peace Corps volunteers and those responsible for training them, presents an introductory booklet and six toolkits for use in the training provided to and by volunteers involved in community development. All the materials emphasize long-term participatory approaches to sustainable development and a capacity building framework. The six toolkits each focus on one of the following roles of volunteers: (1) learner; (2) change agent; (3) co-trainer; (4) co-facilitator; (5) project co-planner; and (6) mentor. Each toolkit contains the following items: (1) a knowledge, skills, and attitudes matrix and learning plan; (2) models, concepts, and cases; (3) ideas and activities for practicing the role under discussion; and (4) a list of key resources for additional information and insight. The following are among the types and topics of learning activities presented: community walks; community mapping; shadowing community coaches; gaining local technical knowledge; attending local meetings; keeping a journal; conducting a capacity inventory; communicating to persuade or influence; assessing learners and setting goals; using "decision dots"; using "snow" cards; practicing problem-solving techniques; reaching consensus in a group; finding resources inside communities; identifying locally acceptable ways for communities to raise funds for projects; identifying mentoring resources in communities; active listening; and brainstorming about mentoring links in local communities. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 471 617

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ROLES OF THE VOLUNTEER IN DEVELOPMENT:

TOOLKITS FOR BUILDING CAPACITY

PEACE CORPS
JULY 2002

INFORMATION AND
COLLECTION EXCHANGE
ICE #T0005

CE084223

INFORMATION COLLECTION AND EXCHANGE

This publication was produced by the Peace Corps Center for Field Assistance and Applied Research. It is distributed through the Information Collection and Exchange (ICE). For further information or additional copies, please contact ICE and refer to the ICE Catalogue number that appears on the publication.

Information about ICE publications and service is available through:

Peace Corps
Paul D. Coverdell Peace Corps Headquarters
Center for Field Assistance and Applied Research
Information Collection and Exchange
1111 20th Street, N.W. – Fifth Floor
Washington, D.C. 20526

Add your experience to the ICE Resource Center. Send your materials to us so that we can share them with other development workers. Your technical insights serve as the basis for the generation of ICE manuals, reprints, and training materials. They also ensure that ICE is providing the most up-to-date, innovative problem-solving techniques and information available to you and your fellow development workers.

TABLE OF CONTENTS

INTRODUCTION BOOKLET

TOOLKIT 1: VOLUNTEER AS LEARNER

TOOLKIT 2: VOLUNTEER AS CHANGE AGENT

TOOLKIT 3: VOLUNTEER AS CO-TRAINER

TOOLKIT 4: VOLUNTEER AS CO-FACILITATOR

TOOLKIT 5: VOLUNTEER AS PROJECT CO-PLANNER

TOOLKIT 6: VOLUNTEER AS MENTOR

ACKNOWLEDGMENTS

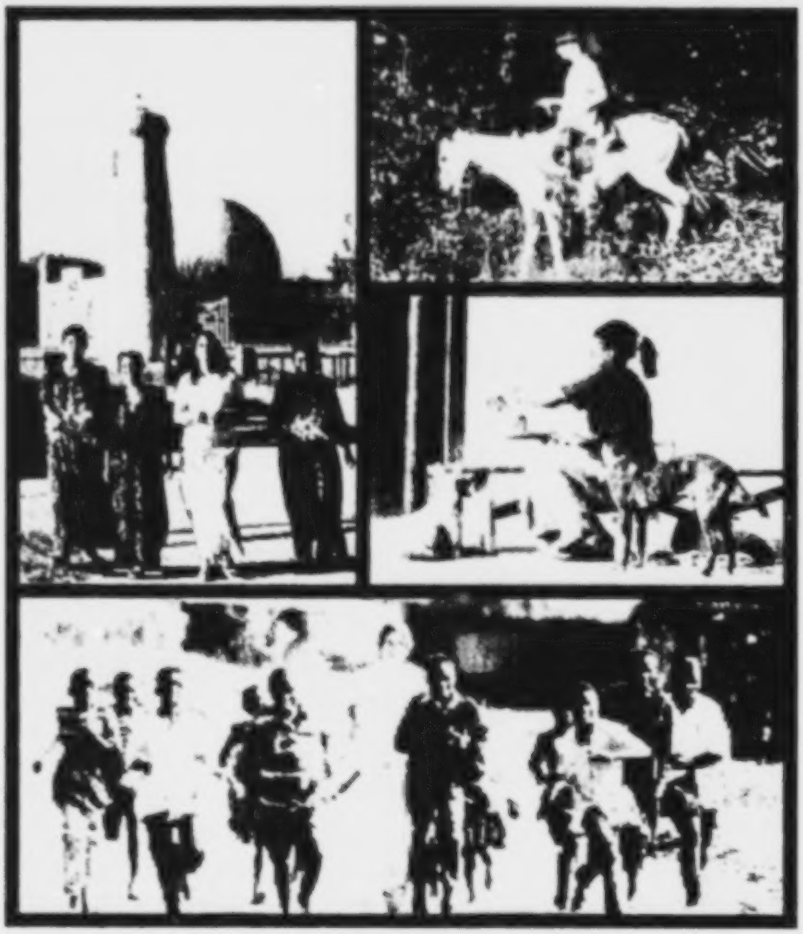
The Roles of the Volunteer in Development: Toolkits for Building Capacity (RVID) builds upon earlier Peace Corps publications of similar titles. This new version parallels the staff guidance in the Programming and Training Booklets (ICE T0113-117) by emphasizing participatory approaches and a capacity building framework. RVID is designed to be introduced in training activities and for Volunteers to use on their own in their communities.

Extensive resources were collected from the field and from organizations and publications. The Peace Corps gratefully acknowledges the excellent work of the many organizations and authors, and appreciates their willingness to allow the Peace Corps to further disseminate some of their materials.

We also acknowledge the contribution of the Peace Corps through its many referenced publications; Volunteers, community partners, technical trainers, and training managers from the three regions of Peace Corps; regional program and training advisors, and the subregional programming and training coordinators, Parmer Heacox and Phil Stantial, whose contributions and feedback were invaluable.

This publication was developed by the following team, who contributed significantly to the final product: Marsha Slater for research and writing; Ava Allsman, Ron Savage, Lani Havens, Judee Blohm, Kate Raftery for rewrites and editing; and Pat Bartlett for desktop publishing in collaboration with the technical training/Training management specialist, Shari Howe, in the Center for Field Assistance and Applied Research, Peace Corps/Washington.

ROLES OF THE VOLUNTEER IN DEVELOPMENT



TOOLKITS FOR BUILDING CAPACITY

CE081265

6

Intro

Toolkits for Building Capacity

THE ROLES OF THE VOLUNTEER IN DEVELOPMENT

PEACE CORPS

INTRODUCTION

IN THIS TOOLKIT

Introduction 3
How to Use the Toolkits 4
Capacity Building Roles 6
Overview of the Peace Corps' Approach to Development 7
  - What Is "Development"? 7
  - What Is the Peace Corps' Approach to Development? 7
  - Capacity Building Framework 7
  - "Sustainable" Development 8
  - Long-term vs. Short-term Approaches 8
  - How Does the Peace Corps Transform Ideas Into Action? 9
Understanding How You Fit Into the Development Framework 11
  - The Players 11
  - The Processes 12
  - The Plans 13
  - The Community Action Cycle 13
Key Questions to Help You Begin Defining Your Role(s) 15
Capacity Building Guidelines 16
Glossary 17

ROLES OF THE VOLUNTEER IN DEVELOPMENT: TOOLKITS FOR BUILDING CAPACITY

> *People cannot be developed;*
> *they can only develop themselves.*
>
> — Julius Nyerere

INTRODUCTION

What is the role of the Peace Corps Volunteer in development? This is arguably the most strategic question you will address during your entire Peace Corps service. The philosophical answer to the question is deceptively simple: **the role of the Volunteer is to help people help themselves.** But what does "helping people help themselves" mean in terms of your daily life and work in your community and your relationship with Counterparts and other community partners? Through what actions will you empower people to build their capacity and make decisions for themselves? How will you know if you are focusing on what the people themselves determine to be important? And how can you make a real difference in people's lives when your term of service in the community is only two years? These are but a few of the questions that reveal both the challenge and the immense potential of the role of the Volunteer in development.

There is a tendency by all of us from industrialized nations to view development as a finite project that addresses specific needs such as health, education, housing, income, and so on. Certain inputs are supposed to produce quantifiable results during a specific time frame. Often we assume the beneficiaries cannot achieve these objectives on their own and therefore we do it for them. We build their schools and houses, and think that getting them material goods (computers, construction supplies, machinery, transportation means) will improve their lives. What we fail to realize is that **development is a process, not a project.** It is a learning process in which the people involved are developing skills, knowhow, confidence, and the ability to identify and address their own issues. As a process, development sometimes moves painfully slowly and goes through different phases leading to higher levels of skills, efforts, and achievements over time. When it is working well, it expands opportunities for people to fulfill their basic needs and achieve their aspirations for a better life.

Your role as a Volunteer, then, is to join your community in its learning process, serving as teacher and student, facilitator and participant. As you assist others in building their capacity, you will strengthen your own abilities in ways you perhaps never imagined possible. This manual will help you get started in your work, not by prescribing your exact role, but by describing and demystifying the key knowledge, skills, and attitudes you will need to draw on during your service as a capacity builder and community partner. Composed in the form of a series of Toolkits, the manual offers concepts, ideas, stories from the field, practical exercises, and information sources to help you deepen your understanding of your particular roles in development as you prepare to make a unique and lasting contribution to your community.

HOW TO THE USE THE TOOLKITS

The Toolkits define the role of the Volunteer in terms of six capacity-building subroles:

1. **Learner**
2. **Change Agent**
3. **Co-Trainer**
4. **Co-Facilitator**
5. **Project Co-Planner**
6. **Mentor**

The matrix on the following page lists the six roles and identifies the knowledge, skills, and attitudes (KSAs) Volunteers need in order to function effectively in each one. These roles are not completely distinct from one another; in real life, they all build on and overlap with one another. We intentionally separate and distinguish the roles here in the Toolkits to give you an opportunity to experience each one and begin linking them together in ways that are appropriate for you and your particular situation. Each of the Toolkits emphasize one of the six capacity-building roles and provides information and community-based practice activities to help you gain the KSAs specific to that role.

The Toolkits are primarily for use by Trainees and Volunteers. That said, many others will also find the materials interesting and applicable to their roles in development work.

☐ **If you are a Volunteer or a Trainee, you are the primary user of the Toolkits.** Starting with this introductory section and the "Volunteer as Learner" chapter, begin working through the Toolkits during your Pre-Service Training (PST) and use it to continue building your capacity as you begin work in your site. Since time is limited during PST, consult with your trainers and Associate Peace Corps Director (APCD) to determine which of the roles are most critical for you to practice first. Many Volunteers find it helpful to focus on the learner, co-trainer, and co-facilitator role preparation during PST and then move on to the change agent, project co-planner, and mentor roles once they have settled into their communities.

As you become more familiar with the Peace Corps Project in which you will be working, explore the relationship between the Project and each of the six capacity-building roles. For example, if you are assigned to work in a Small Business Development Project, how does the co-trainer role (or change agent, mentor, and so on) relate to your Project's goals and activities? You may find that some roles are more important than others for your particular Project and technical sector.

Use the Toolkits as a resource throughout your service, and by all means share their contents with your Counterparts, community members, and others.

☐ **If you are a Pre-Service Trainer,** use the readings, concepts, and suggested activities to **develop competencies and create learning opportunities for Trainees.** For example, you can assist Trainees in identifying community mentors to "shadow" for a day and then debrief with them about what they learned from the experience. Or, help Trainees plan and lead a one-day workshop with a local community group so that they experience the entire process of planning, implementing, and evaluating a training project. Create learning opportunities that are centered on the Trainee and the community and that model and reinforce the principles of capacity building. To allow for maximum learning, integrate the capacity-building activities as much as possible with technical, language, and cross-cultural training.

☐ **If you are an APCD or other staff member,** encourage Volunteers to continue to draw from the Toolkits as they begin to design and implement activities related to their Peace Corps Project and their communities. The Toolkits may also serve as a source for In-Service Training ideas and other continuous learning opportunities for Volunteers.

CAPACITY BUILDING ROLES

KNOWLEDGE, SKILLS, AND ATTITUDES YOU NEED TO BE EFFECTIVE

CAPACITY BUILDING ROLE	KNOWLEDGE	SKILLS	ATTITUDES
Learner *Intervention level –* • *Self*	Adult learning model, community systems, assets and deficits approaches to community development; host country development plan; Peace Corps programming; understanding of Peace Corps Project/technical assignment	Community entry and engagement skills, e.g., observation, interviewing, and listening; information gathering, synthesis, and analysis skills; introducing oneself to community	Respect for local knowledge; curiosity about others; willingness to consider others' opinions, values, methods
Trainer *Intervention level –* • *Professional* • *Organization* • *Community*	Technical content; adult learning principles; non-formal educational theory and methods; training design process	Technical skills; presentation skills; facilitation skills (listening, questioning, encouraging, summarizing); leading participatory activities; session planning	Confidence to apply technical knowledge and skills; enthusiasm for subject; flexibility and adaptability in relation to learners' needs; ability to receive and use feedback from learners
Co-Facilitator with Community/ Groups *Intervention level –* • *Professional* • *Organization* • *Community*	Knowledge of sector-specific groups/projects; group dynamics theory; leadership styles; types of decisions; participatory methods	Listening, questioning, encouraging others; team building; facilitating group tasks and decision making, e.g., consensus; problem solving; conflict resolution; leading meetings; modeling	Willingness to share leadership; trust in group process; patience and perseverance; respect for diversity
Change Agent *Intervention level –* • *Organization* • *Community*	Community participation/ mobilization theories; change models including appreciative inquiry; diffusion of innovation; gender equity issues; youth development best practices; networking together for action	Selecting and using participatory activities with community/groups; gender analysis; inquiry skills; strategic planning skills; promotion skills; networking and linking people	Flexibility, ability to deal with ambiguity; enthusiasm; confidence in change process; appreciative outlook; respect for local values, traditions, and ingenuity
Project Co-Planner *Intervention level –* • *Professional* • *Organization* • *Community*	Project planning steps/cycle; local resource identification; resource development; examples of successful small-scale projects in sector and region	Small Project design and action planning skills; drafting/managing budgets; proposal writing; resource identification/mobilization; project monitoring and evaluation; time management	Tolerance for opposing views; thoroughness; diplomacy/tact; realistic expectations; flexibility
Mentor *Intervention level –* • *Individual* • *Professional*	Examples of successful development models and mentoring models; youth issues/practices related to working effectively with youth	Modeling skills; relation- skills such as guiding with ship building; coaching questions; interpersonal communication skills such as active listening and feedback	Respect and trust in others; consistency/reliability; desire patience and perseverance; to help self and others grow personally and professionally; give/receive feedback; self-esteem

OVERVIEW OF THE PEACE CORPS' APPROACH TO DEVELOPMENT

WHAT IS "DEVELOPMENT"?

The word "development" is used in so many ways that it has come to mean different things to different people. Some speak of housing developments or the development of infrastructure, such as roads and bridges. Others speak of the economic development of countries. **Development in its broadest sense is any process that promotes the dignity of a people and their capacity to improve their own lives.** For people to live the fullest lives possible they sometimes must struggle to overcome such obstacles as climate, geography, economics, and social conditions. Peace Corps Volunteers become catalysts for facilitating such change.

WHAT IS THE PEACE CORPS' APPROACH TO DEVELOPMENT?

The Peace Corps uses the term "development" in human, people-to-people terms: **helping people develop the capacity to improve their own lives.** By working within a human capacity building framework, the focus of the work is on the development of people, not things. Many development activities might seem to center around "things" such as community gardens, wells, or a school library. The capacity building approach focuses on helping people learn to identify what they would like to see changed, use their own strengths, and learn new skills to achieve what they believe is most important. A community garden, for example, is part of the picture; by creating and then maintaining a community garden a village or other group realizes its own potential to accomplish self-defined goals.

CAPACITY BUILDING FRAMEWORK

Capacity building, to be an effective approach to development, needs to happen at a number of levels.

- **Individual members of the community, project participants:** They could be the students in a classroom, farmers in a cooperative, members of a household, or clients served by a non-governmental organization (NGO). Building capacities at the individual level is usually a major focus of the Volunteer.

- **Professionals, service providers:** These could be teachers in a school, leaders of an NGO, or managers of a farmers' cooperative. While each Volunteer has an identified community partner who may or may not be a service provider, there are others at the same level of leadership as Volunteers who provide services to the individual members of the community. Strengthening capacities at this level helps ensure local leadership for continuing activities into the future. Capacity building activities might include training workshops, modeling improved technical methods, or supporting a community activity.

- **Organizations:** Examples include schools, NGOs, or farmers' cooperatives where Volunteers are placed. Strengthening organizational capacities, such as management skills within an NGO, working with teachers to develop organizational skills and materials for a school, and helping health workers develop a record-keeping system for a clinic all help root other activities in an ongoing, functioning, and supportive environment.

- **Communities:** These include the village or neighborhood in which the Volunteer lives or the area served by the project in which the Volunteer is working. Reaching out into communities and building capacities with activities, such as co-organizing a community health committee, a Parent Teacher Association, or an Earth Day cleanup campaign, help broaden the base of participation and ensure continuity.

Taken as a whole, this framework provides the structure for planning and evaluating sustainable development work in any sector.

"SUSTAINABLE" DEVELOPMENT

Development work is said to be "sustainable" when the community is able to continue on its own without outside support. The Peace Corps sees sustainable development as a process whereby people learn to build on their own strengths to take charge of their lives, and to address their expressed needs. Planning for sustainability requires considering all of the following factors:

- **Culturally sustainable:** Does the basic approach or concept fit within and build on local beliefs and traditions, or will it be seen as an "outsider's idea" and not be acceptable or continued when the Volunteers leave?
- **Politically sustainable:** When there is no longer an outsider, such as a Peace Corps Volunteer, in the project, will it be sustainable within the sociopolitical context?
- **Economically sustainable:** Will there be sufficient local resources or the capacity to generate them when supportive outsiders, such as Volunteers, leave?
- **Managerially sustainable:** Will there be the local management capacity to carry on the work when the Volunteers leave?
- **Environmentally sustainable:** As the project grows, will the environment be able to sustain the use of resources?

LONG-TERM VERSUS SHORT-TERM APPROACHES

Human capacity building is by its nature a long-term process. In development it is often more appealing to work on short-term goals that can be completed quickly. For example, in an area that needs clean water, it might appear to be most efficient to simply build village wells so that people can have clean water. A hired crew could come in and do it quickly and leave.

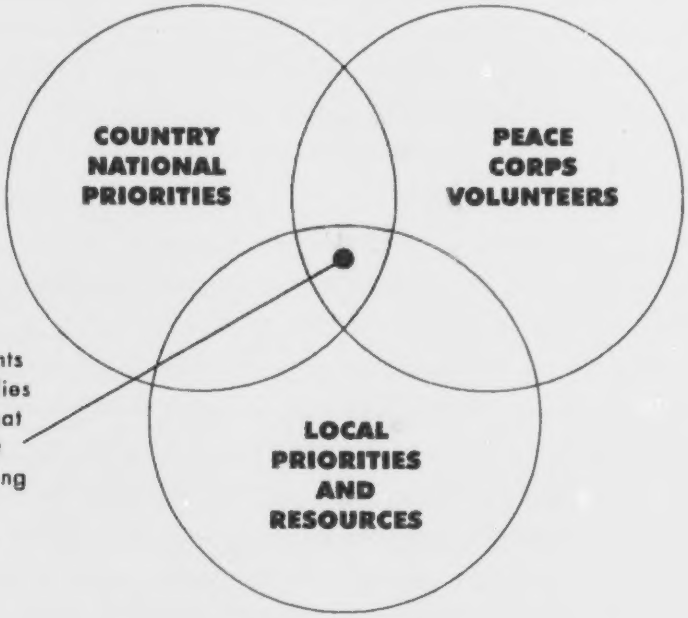
In a capacity building approach, the real goal is building the capacity within the community to identify the changes they want to make, identify their strengths, plan the project, and build and maintain the wells themselves. This approach might include working with a youth development NGO focused on job skills training, helping them teach young people well digging and maintenance skills. This might take a year or more, but it builds capacities that last over time.

HOW DOES THE PEACE CORPS TRANSFORM IDEAS INTO ACTION?

While sending 50 well-intentioned Volunteers into a country, each to do good work in different ways, might ultimately result in some good outcomes, it would be difficult to paint an overall picture of what the Peace Corps is doing. It would also be hard for the Volunteers and host country community partners to see whether or not they were accomplishing something sustainable. To create a positive, long-term impact, it is necessary to know what the host country hopes to accomplish, what the Peace Corps Volunteers are actually going to do toward that effort, how they will do it, and how to prepare them for the work ahead. The Peace Corps ensures lasting impact by organizing Volunteer efforts strategically through country program strategies and projects that have well-thought-out purposes, goals, and objectives.

Peace Corps' country program strategies are designed from three points of view.

1. One point of view is the priorities and needs expressed in the host countries' national plans for development.
2. Always important are local communities' expressed priorities for assistance. In identifying community priorities, it is important to ensure that all members representing the diversity of the country have a voice in the discussions (e.g., both women and men, ethnic groups, religions, caste/class, and age).
3. The Peace Corps' three goals, philosophy, resources, and availability of Volunteers must also be considered.



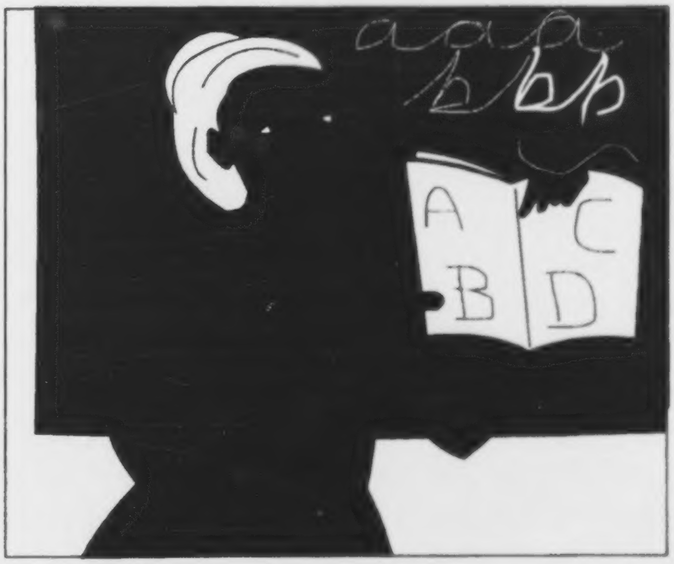
Where these three points of view come together lies the common ground that provides the greatest opportunity for designing a strategy with sustainable results.

15

The situation below demonstrates how all three points of view are considered in designing a strategy.

A priority for a national government was to promote education. The government described its goals in a Five-Year Plan document and also allocated funding for the effort. At the local level, parents were requesting more schools and teachers so students would not have to move to large cities to go to school. The government had funding for constructing schools. It also developed a program to give high school graduates six months of teacher training so they could staff the new schools. The Peace Corps recognized the importance of education for development in its program strategy. Volunteers were available. A project was then designed with the Ministry of Education to provide "resource teachers" to work with the new host country national teachers to improve the quality of education provided in the new schools.

[Excerpted from ***Programming and Training Booklet 1: The Basics for Peace Corps Staff and Host Country Agency Partners***, Peace Corps, Washington, DC. 2000. (ICE T0113)]

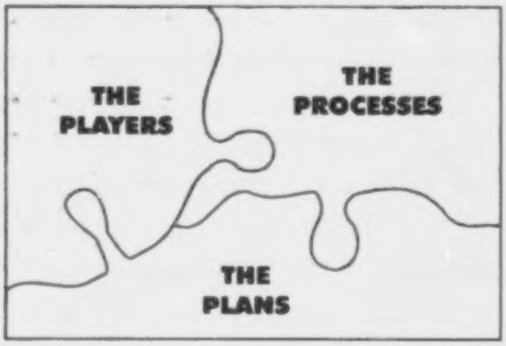


UNDERSTANDING HOW YOU FIT INTO THE DEVELOPMENT FRAMEWORK

Once you have completed your Pre-Service Training and are sworn in as a Volunteer, you are assigned to live in a particular community and work in a sector-specific Project that has been developed by Peace Corps staff in collaboration with host country development planners. Your Peace Corps Project has goals and strategies based on host country national priorities, Volunteer resources, and locally expressed priorities. (See the Glossary at the end of this Introductory section for detailed definitions of "Peace Corps Project," "community project," and other terms used frequently in this manual.)

Understanding how you fit into this development framework is not unlike putting together a rather complex puzzle—once you get a few of the most important pieces in place, you begin to visualize the whole picture. In getting started, it may be helpful to consider the following three major components in this "development puzzle": the players, the processes, and the plans.

THE DEVELOPMENT PUZZLE



THE PLAYERS

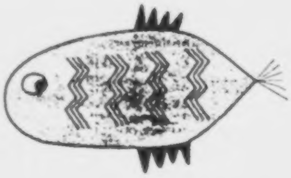
- You, the Volunteer
- Your host community
- Specific individuals and/or groups within the community who have been identified in the Peace Corps Project Plan to which you are assigned
- Other individuals and groups who express a desire to get involved in activities related to your assignment area or who identify new priorities for which you have some expertise/interest
- Your Counterpart/s (women, men, or youth in your community who share responsibilities with Volunteers to carry out project activities, e.g., teachers, health clinic nurse, president of a local women's group, local business leader)
- Your supervisor (usually a person in a leadership capacity in the host country organization or agency that is the primary sponsor of your Project)
- Peace Corps staff (especially your APCD)
- Peace Corps trainers

To be an effective Volunteer, you will need to build and sustain relationships with each of these people or groups of people during your Peace Corps service. They are integral to your effectiveness.

In most Peace Corps Projects, the APCD and host country supervisor have already identified one or more individuals and groups with whom the Volunteer will work. These people are local community members who will be project beneficiaries and participants in the process. For example, a Girls' Education Project might target primary school students, teachers, and parents. Or, an NGO Strengthening Project might identify two or three community-based groups as potential Project participants. Depending on the community and nature of the work, the Volunteer might also work with groups that were not originally identified, or even organize new groups of individuals who express an interest in a particular issue.

In some cases, the APCD and the sponsoring agency or organization will identify the Volunteer's Counterpart(s). In other cases, the Volunteer has the responsibility of finding and cultivating a relationship with one or more community members who want to collaborate closely in a Counterpart role.

THE PROCESSES



- The national level development process
- The Peace Corps programming and Project cycle
- The community action cycle (see next page)
- Your own learning process as a new member of the community and culture

During your Pre-Service Training, your APCD and trainers will brief you on the national-level development process of your host country, Peace Corps programming strategies, and the various Peace Corps Projects that are currently underway in your country of assignment. This "big picture" information will serve as a backdrop for the development processes in which you will be directly involved: the specific *Peace Corps Project* to which you are assigned and the *development process ongoing in your community*. One important distinction to make here is the difference between a "Peace Corps Project" and a "community project." Usually sector specific, a Peace Corps Project is based on a national agenda but focused locally. You and several other Volunteers will be assigned to work on the same Peace Corps Project (that is, toward the same common purpose and goals) but in different communities. At the community level, you will collaborate with your Counterparts and other community members to plan and implement small-scale projects that address local priorities relating directly or indirectly to the goals of your Peace Corps Project. For example, a small business advisor might work with entrepreneurs to create a local business association. This is a community priority and it also contributes to the capacity building goals (such as strengthening leadership) of the Peace Corps Small Business Project to which the Volunteer is assigned.

Because capacity building is a long-term investment in the community, Peace Corps Projects frequently have a time frame of eight years or more, and often place multiple generations of Volunteers in the same communities and/or with the same organizations. In other words, when you arrive in your community, you might be the second or third Volunteer who has worked there in your particular technical sector and Project assignment. In such cases, you will need to carefully define your role in light of the accomplishments of the Volunteers who came before you and/or the projected goals of those who will follow your tour.

THE PLANS

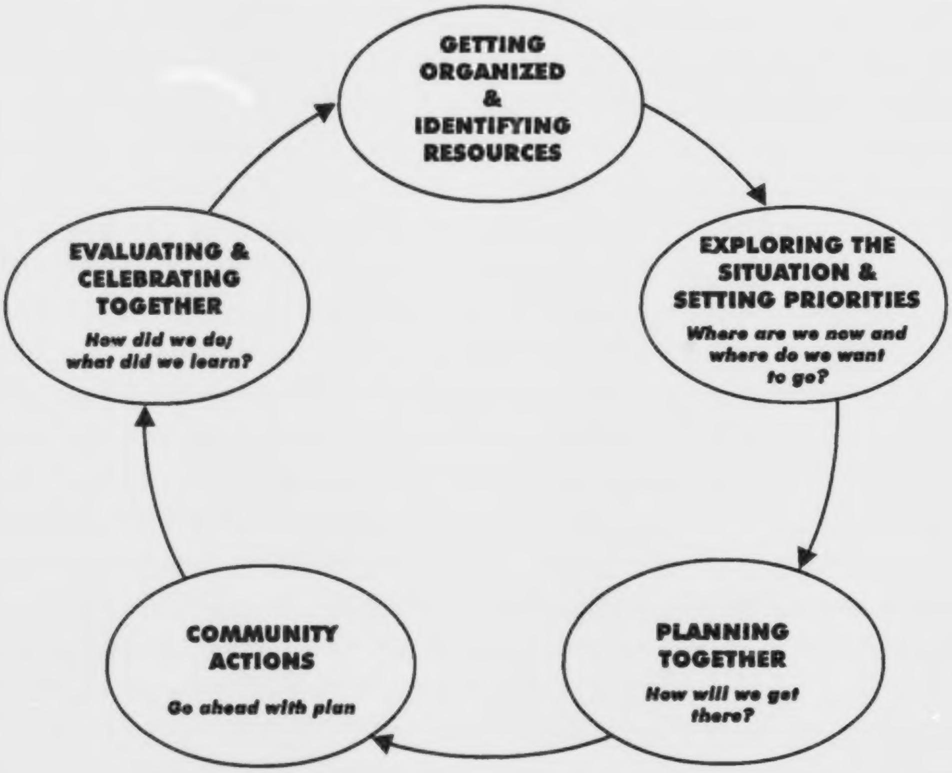
- National-level long-range plans for socioeconomic and ecological development
- Peace Corps Project Plan (sector-specific plan that details the purpose, goals, and activities, and serves as a guide for all Volunteers assigned to that particular Project)
- Local project plans (small scale plans you and your community draft to guide and monitor local development activities)

Ask your APCD and trainers for a copy of your Peace Corps Project Plan and examine it in light of each of the roles described in the Toolkit. The Project plan will give you guidance on establishing the priorities and parameters of your capacity-building work and it will help you understand how you and your community are contributing to the national agenda.

THE COMMUNITY ACTION CYCLE

Since most of your work will focus on local development, it is useful to understand the phases a community moves through as it identifies its priorities and takes action to make desired changes. Here is a diagram of the process:

THE COMMUNITY ACTION CYCLE


GETTING ORGANIZED & IDENTIFYING RESOURCES
EXPLORING THE SITUATION & SETTING PRIORITIES
Where are we now and where do we want to go?
PLANNING TOGETHER
How will we get there?
COMMUNITY ACTIONS
Go ahead with plan
EVALUATING & CELEBRATING TOGETHER
How did we do; what did we learn?

[The Community Action Cycle diagram is excerpted with permission from *How to Mobilize Communities for Health and Social Change* (draft form). Lisa Howard-Grabman and Gail Snetro. Save the Children Federation, Westport, CT. 1989]

In reality, a given community will move through this cycle over and over again, and the length of each cycle will vary according to the nature and scope of the actions undertaken. Depending on the size and complexity of the community, there may be overlapping or concurrent cycles. By being aware of the community action cycle, you can use it to help you assess your particular situation: Where is your community in its development cycle in relation to your Peace Corp Project? As you gather information to address that question, you begin to understand how and where you might fit into the picture.

For example, if you are an Education PCV assigned to teach math and science in a secondary school, then quite obviously you work with teachers and students, and a sizable portion of your assignment is well defined (plan lessons, teach classes, grade papers, attend meetings with other teachers). Let us suppose your school has a strong, dedicated director and several equally committed faculty who have identified two priorities for the coming year—increasing girls' enrollment and raising students' math scores on the national exam. In such a case, part of your role would be to assist them in developing projects or activities that address these priorities. As time goes by and your relationships with the community and school grow stronger, your role will inevitably take on new dimensions. Some of the teachers might be impressed by your innovative approaches in the classroom and want you to lead a series of in-service workshops on methods and materials. Or maybe as a result of your use of community content-based instruction (CCBI), several young people might express a desire to get involved in particular extracurricular projects and you would decide to help them get organized.

As this example illustrates, your role is something that will evolve over time. It is not ad hoc, nor is it totally predictable. Individual people, groups, and communities are dynamic. Once you start taking action as a Volunteer, you initiate change both in yourself and in others around you. Here are some key questions to get you started.

VOLUNTEER LESSONS LEARNED
PEACE CORPS SLOVAKIA, 2000

Your role will be to advise your Counterparts and to assist them in accomplishing their own goals and objectives. Your job will be to share your experiences and ideas, transferring the skills and knowledge you have. You will work in close cooperation with your Slovak Counterparts; however, you may be expected to take the initiative in developing independent projects while at the same time including your colleagues in the process. Your different perspective will help you and your Slovak Counterparts develop new solutions and techniques for managing the development of the organization.

You may be frustrated by not being able to "just do it." Your role is to listen, observe, train, advise, consult, and coach. Your expertise and value lie in your ability to transfer your knowledge, to coach Counterparts and introduce them to innovative and creative approaches to problem solving; however, the real challenge will come in implementing these new ideas. The real sense of accomplishment will come when these ideas actually become a part of your colleagues' way of thinking.

**Peace Corps/Slovakia Volunteer Assignment Description (VAD),
NGO Environment Project**

KEY QUESTIONS TO HELP YOU BEGIN DEFINING YOUR ROLES

WHO?

- Who am I? (What are my areas of expertise and interests in relation to my technical assignment and my community's expressed desires or areas of change?)
- Who are the individuals and groups in my community? Who of these people are most greatly affected by/involved in my Project's areas of focus? Which individuals or groups are identified in my Project plan as key stakeholders?
- Have other Volunteers worked in my community? How did they define their roles in the community? In what ways might their relationships and development activities affect my role in serving the same community?
- What other "development" organizations work in or around my community? What is their mission or goal here? How do they relate to my Project assignment? How might they be a potential support, resource, or partner?

WHAT?

- What do community members express in terms of desired change/needs/problems? What resources do they have to help them accomplish the changes they want?
- What are the goals and overall strategies of my Peace Corps Project? What does the Project plan state about changes in behavior? What does the Plan say about capacity building?
- Where do my Peace Corps Project goals, the community's priorities for change, and my expertise intersect or interrelate? (This intersection defines the areas of primary focus.)

HOW?

- How can I engage with the community? How can I help community members use and/or find resources to reach their goals (approaches, strategies, methods, and tools that will help the community achieve its goals)?
- How do people in the community currently communicate and collaborate in their development activities?
- How can I build on indigenous knowledge and tradition in my development work?

WHEN?

- When do my Counterpart and I plan our first meeting with the community?
- When should I begin doing participatory analysis activities with community members/groups?
- When should I start co-planning projects with interested people/groups in my community?

As you work to find answers to these questions, you are effectively joining your community in its development process. To be truly capacity focused, the community will always be your partner in gathering information, making decisions, taking action, and improving on your successes (or learning from your mistakes). Here are a few guidelines to help you along the way.

CAPACITY BUILDING GUIDELINES

☐ Articulate your role as a development partner and capacity builder; relate it to your technical assignment/Project.

☐ Take action to learn about people (who they are, how they live and work together, what they want/need) and begin building relationships.

☐ Select and use appropriate participatory tools and methods for helping communities: involve all stakeholders (including women and youth), assess their strengths and resources, identify changes they want, and plan, implement, and/or evaluate activities or projects to achieve and sustain those changes.

☐ Show respect for indigenous knowledge by consistently gathering and applying it in work-related decisions and plans.

☐ Initiate and build relationships with supervisors and Counterparts, partnering with them in ways that promote personal and professional growth for all involved.

☐ Demonstrate strong interpersonal skills—listening, creating appreciative conversations, encouraging others, giving/receiving feedback—that model positive leadership.

☐ Create opportunities—mentoring relationships, skills training, exposure to new ideas—that encourage leadership development for your Counterparts and others in the community. Plan intentional and timely actions to ensure you successfully "share leadership" with others throughout their service.

☐ Facilitate participatory processes—teambuilding, decision making by consensus, problem solving, conflict management/negotiation—that encourage critical thinking, information gathering and analysis, and sustainable change.

GLOSSARY

Community – Used here to depict more than geographical location. It may be any of the following:

- the village or neighborhood of the town or city where the Volunteer lives
- institutions, such as schools, or subdivisions of those institutions, such as a class of students or the faculty
- professional groups, such as secondary and university English teachers, small business advisors, extension agents, or farmers, among others
- affinity groups from one or more locations, such as a women's group, youth club, or income-generating group

Community Development – A process that enables individuals, families, organizations, businesses, and government agencies to come together, learn, develop a vision and strategy for the community's future, make well-reasoned and collaborative decisions about that future, and work together to carry out those decisions—all the while drawing upon the community's collective skills and abilities.

Community Members – The individuals who are the ultimate target of a project intervention and for whom the project is working to improve upon a basic life condition, i.e., food, shelter, health, employment, education, income, and so on quality of life indicators. The Volunteer works directly with community members.

Community Project – Set of actions planned and undertaken by a group of people in response to a collaborative decision to make a change or an improvement. Community projects are characterized by a high degree of participation and commitment on the part of the community.

Counterparts/Community Partners – The men, women, or youth in communities who share responsibility with Volunteers to carry out project activities. There is an exchange of skills and cultural information between Volunteers and their Counterparts or partners. Counterparts may be selected at sites prior to a Volunteer's arrival or Volunteers may select appropriate Counterparts once they develop relationships at their sites.

Host Country Agency Partners – Both host country government ministries and local non-governmental agencies that are co-designing, implementing, and assessing a project. There may be a single agency or several agencies that are involved in a project in some role.

Peace Corps Programming – The process by which the Peace Corps and host agency partners work together to co-design, implement, and assess Projects that are carried out by Volunteers and community partners.

Peace Corps Project – All Volunteer activities related to a common purpose. The purpose is achieved by implementing a set of goals and objectives. A Peace Corps Project may be defined by sectors (for example, a Community Health Project, a Micro-Enterprise Project) or it may be focused on one issue and involve sectors (for example, a Household Food Security Project).

Resource Development – The process of identifying, valuing, and mobilizing the human, physical, material, and monetary resources that exist within a community. Resource development envelops a wide range of ideas about how needed resources might be solicited or earned within the community and, secondarily, sought from external sources.

Sector – All Volunteer activities within one content area. Peace Corps activities are classified according to the following sectors: agriculture, education, environment, health, business development, and youth. Water and sanitation projects are included in the health sector.

Stakeholder – Any person or organization that a project touches, either in implementing the project or in relation to the activities.

Supervisor – A person within a government agency or non-governmental organization in charge of a particular department or unit to which Volunteers are assigned and by whom they are supervised. In some cases, the supervisor can also have a community partner relationship with a Volunteer.

ESCUELA NACIONAL DE SORDOMUDOS
EXTENSION N°8

BEST COPY AVAILABLE

NOTES

1

Capacity Building
Toolkit

THE VOLUNTEER AS
LEARNER

THE ROLES OF THE VOLUNTEER IN DEVELOPMENT

PEACE CORPS

Capacity Building Toolkit 1

VOLUNTEER AS LEARNER

IN THIS TOOLKIT

KSA Matrix and Learning Plan 2
What Is a Learner? 2

MODELS, CONCEPTS, AND CASES 4
Self-Directed Learning and the Experiential Learning Cycle 4
Learning and Using Indigenous Knowledge 7
Problem-based and Asset-based Approaches to Community Development 10
Community Capacity Building 16
Stories from the Field: Jamaica 18

IDEAS AND ACTIVITIES FOR PRACTICING THE LEARNER ROLE 19
Community Walks 19
The Art of Asking Questions 21
Learning the History of Your Host Country 23
Where the People Are: Exploring Community Activity Settings 24
Community Mapping 26
Shadowing Community Coaches 28
Gaining Local Technical Knowledge 30
Attending a Local Meeting and Introducing Yourself to the Community 32
Keeping a Journal 34

KEY RESOURCES FOR MORE INFORMATION AND INSIGHT 35

VOLUNTEER AS LEARNER

KSA MATRIX AND LEARNING PLAN

LEARNER ROLE	**KNOWLEDGE**	**SKILLS**	**ATTITUDES**
Knowledge, skills, and attitudes (KSAs) you need for this role	Adult learning model; community systems; assets and deficits approaches to community development; host country development plan; Peace Corps programming; thorough understanding of Peace Corps Project/ technical assignment	Community entry and engagement skills, e.g., observation, interviewing, and listening; information gathering, synthesis, and analysis skills; introducing oneself to community	Respect for local knowledge; curiosity about others; willingness to consider others' opinions, values, methods
Your initiatives to learn more	What knowledge you still need and where to find it: – – – – –	Skills you need to gain or improve and how you might work on further skill development: – – – – –	Things that will help you change any attitudes that will hinder your role: – – – – –

WHAT IS A LEARNER?

This Toolkit series is designed to help you define and map out your role as a capacity builder in your community. One of the first tasks is to build your own capacity and that starts with taking charge of your learning process. Your host community is a place for discovery—a place for observing, experiencing, reflecting, drawing conclusions, and applying lessons learned. Even what you "think you know" about your technical field needs to be reevaluated in the light of your new cultural environment.

The learner role is especially important during your first six months or so at site, but it is equally important to pursue continual learning activities throughout your service so that you keep building on your experiences with Counterparts, colleagues, and community members.

The models, ideas, and suggested activities included in this Toolkit series are offered as opportunities for self-directed learning. Self-directed does not imply solitary learning experience, but rather that the learner takes responsibility for mastering new knowledge, skills, and attitudes. During your Volunteer service, we ask you to embrace several key learning responsibilities.

RESPONSIBILITIES OF THE LEARNER

- Maintaining an open state of mind, open to different ideas and ways of doing things (a mind is like a parachute—only useful if it is open)
- Thoughtfully reading and reviewing Pre-Service and In-Service training materials
- Actively participating in suggested activities, including reflecting on your learning and sharing your perceptions and insights with other Trainees and Volunteers
- Engaging with people in your community to learn about your technical area in the local context
- Integrating cultural and language learning to understand the technical subject matter in a local context
- Provocatively seeking additional information to fully understand the issues and topics
- Setting learning goals for yourself and working consistently to accomplish them

REMINDER: Technical expertise is only useful if you learn to adapt and apply what you know to fit the local culture and environment, and then share that expertise in the local language.

> *"You can tell whether a man is clever by his answers.*
> *You can tell whether he is wise by his questions."*
>
> — Naguib Mahfouz (Nobel Prize Winner)

BEST COPY AVAILABLE

Capacity Building Toolkit 1

MODELS, CONCEPTS, AND CASES

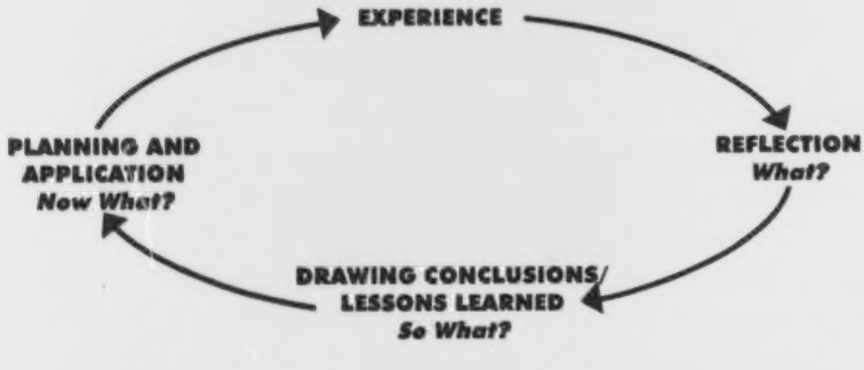
SELF-DIRECTED LEARNING AND THE EXPERIENTIAL LEARNING CYCLE

For adults, the *process* of learning is a process of acquiring knowledge, skills, and attitudes so that we can solve problems and make changes in our lives as we move toward fulfilling our needs and our goals. This learning process can be conceived as a four-step cycle.

1. We experience something.
2. We review the experience critically.
3. We draw a conclusion and/or infer useful insights (lessons learned).
4. We apply or try out our new insights or hypotheses in a new situation (which leads to another experience and so on).

This natural process is called "experiential learning" and we use it all the time although we may not be completely conscious of the four steps. In many structured, adult learning situations, such as pre-service training, we try to design most of the activities to follow the experiential learning cycle. Here's what the cycle looks like in a training context:

EXPERIENTIAL LEARNING CYCLE



EXPERIENCE: The "experience" that activates the experiential learning cycle may be an event from your past, an activity you conduct in the host community (observing a women's group meeting, visiting the local market, playing a game with local children, and so on), or a case study you read and analyze with your PST group. In this step, you *do* something or remember something you *did* in the past. It usually involves uncovering new information that requires a response from you.

EXAMPLE:

You "shadow" three different local entrepreneurs who have established successful cottage industries in the host community. You spend the day with them, observing, asking occasional questions, and to the extent possible you join in to help them with some of their tasks.

REFLECTION is a way of exploring and sorting out what happened during the experience stage. What new information do you now have and what does it mean? What feelings has it provoked in you? How might you relate the experience to things you already know? If you are participating in a group activity, how is your learning experience similar to or different from that of others?

EXAMPLE:

At the end of each of the shadowing exercises, you write down your thoughts and feelings about what you experienced. What surprised you about their business set-up, management, and production? What was similar or different about these people's business world and your previous experiences in the United States? How were decisions made and implemented? How did the entrepreneurs handle their family responsibilities in relation to their business requirements? When you see your fellow Trainees, trainers, or Counterparts, you discuss or "process" your observations with them — that is, you compare notes about your experience.

DRAWING CONCLUSIONS AND LESSONS LEARNED: After reflecting on the experience, we arrive at the critical stage of determining what lessons can be learned or what principles can be drawn from the experience. This is the "so what" stage. How does all of this fit together? What are the major themes or insights you can infer from your experience? This stage is especially important for Peace Corps Volunteers because you are trying to integrate learning in a new cultural environment with the knowledge and skills you already have.

EXAMPLE:

Based on your observations and those of your colleagues, you draw some conclusions about what it means to run a local cottage industry. What are the key insights you believe you have gained? What can you conclude about how people meet their family and business roles? What aspects of the business day were typical for all three cases (hours worked, types of activities, and so on)? Can you generalize about what people consider to be their main challenges as small business owners? What were the business owners' strategies for dealing with a less-than-perfect micro-business environment? And so forth....

PLANNING AND APPLICATION is the stage where you relate the learning to your world and actually start using the information. It's called the "now what" stage. What will you do differently now that you have learned these lessons? How will this new insight help you improve your technical ability, your interactions with the community, or your collaboration with your Counterparts? As you apply what you have learned, you generate new experiences and the "experiential learning cycle" starts all over again!

EXAMPLE:

Based on your conclusions, what are some ways you could begin building a consulting relationship with local small business owners? Given that all three of the people you shadowed identified particular challenges, how would you find out more information about these issues and begin helping the business owners address them?

All four of these stages are important for a rich and complete learning experience. Sometimes, we jump too quickly from experience to experience and shortchange the other three steps in the learning cycle. It is important to be as conscious as possible of your own experiential learning processes and take the time to really reflect, draw conclusions, and apply lessons learned before moving to the next experience.

The Psychology of Sitting

> *"...people in Western civilization no longer have time for each other, they have no time together, they do not share the experience of time. This explains why Westerners are incapable of understanding the psychology of sitting. In villages all over the world, sitting is an important social activity. Sitting is not a 'waste of time' nor is it a manifestation of laziness. Sitting is having time together, time to cultivate social relations."*
>
> — Andreas Fuglesang

LEARNING AND USING INDIGENOUS KNOWLEDGE

Indigenous knowledge is the knowledge that people in a given community have developed over time, and continue to develop. It is:

- based on experience;
- often tested over centuries of use;
- adapted to local culture and environment; and
- dynamic and changing (albeit sometimes slowly).

Indigenous knowledge is not confined to tribal groups or the original inhabitants of an area. It is not even confined to rural people. Rather, any community possesses indigenous knowledge—rural and urban, settled and nomadic, original inhabitants and migrants.

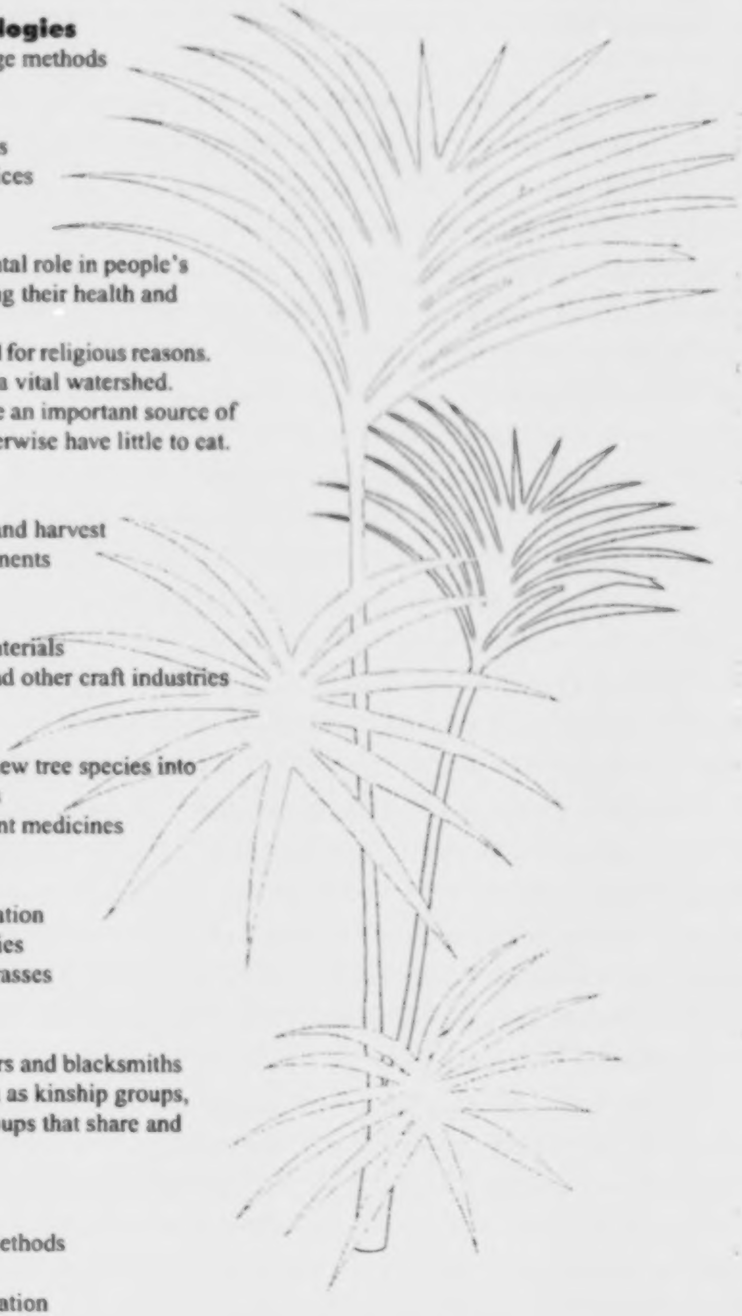
Indigenous knowledge is often contrasted with "scientific," "Western," "international," or "modern" knowledge—the knowledge developed by universities, research institutions, and private firms using a formal scientific approach. In reality, there is often a great deal of overlap between indigenous and Western knowledge, and it can be very difficult to distinguish between the two. In many parts of the world, indigenous knowledge has developed and intertwined around the management of introduced crops. Coffee in Latin America and corn in Africa are two examples.

Because indigenous knowledge changes over time, it is sometimes difficult to decide whether a technology or practice is really indigenous, or adopted over time, or a blend of local and introduced components. For a development project, however, it does not matter whether a practice is really indigenous or already mixed up with introduced knowledge. What *is* important is that instead of looking only for technologies and solutions from outside the community, we first look at what is in the community. We then either use whatever knowledge is found to be effective or combine the best of both.

TYPES OF INDIGENOUS KNOWLEDGE

Information

- Trees and plants that grow well together and when to plant
- Vegetarian foods that are "complementary proteins" when eaten at the same meal (For example, corn and beans provide much more protein when eaten together rather than separately.)



Practices and Technologies

- Seed selection and storage methods
- Bone-setting methods
- Disease treatments
- Seasonal grazing patterns
- Barter and lending practices

Beliefs

Beliefs can play a fundamental role in people's livelihood and in maintaining their health and the environment.

- Holy forests are protected for religious reasons. They also may maintain a vital watershed.
- Religious festivals can be an important source of food for people who otherwise have little to eat.

Tools

- Equipment for planting and harvest
- Cooking pots and implements

Materials

- Housing construction materials
- Materials for basketry and other craft industries

Experimentation

- Farmers' integration of new tree species into existing farming systems
- Healers' tests of new plant medicines

Biological Resources

- Animal breeds and migration
- Local crop and tree species
- Availability of pasture grasses

Human Resources

- Specialists such as healers and blacksmiths
- Local organizations such as kinship groups, councils of elders, or groups that share and exchange labor

Education

- Traditional instruction methods
- Apprenticeships
- Learning through observation

Communication

- Stories and messages carved on palm leaves, gourds, or stones
- Folk media
- Stories, poetry, songs, dance (performed)
- Traditional information exchange methods

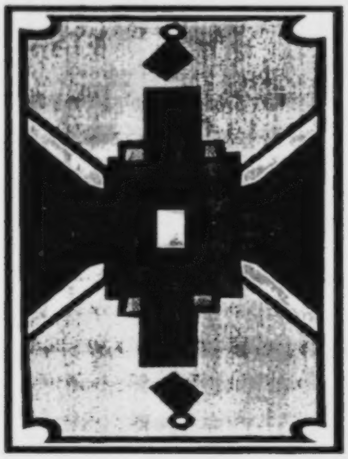
[Adapted by permission from *Recording and Using Indigenous Knowledge: A Manual*, pp. 7-9. The International Institute of Rural Reconstruction (IIRR), Silang, Cavite, Philippines. 1996.]

BEST COPY AVAILABLE

PROBLEM-BASED AND ASSET-BASED APPROACHES TO COMMUNITY DEVELOPMENT

PROBLEM- AND ASSET-BASED APPROACHES AS A CONTINUUM

Historically, much of the field experience in community participation stems from work by Brazilian educator Paolo Freire, who used "problem-posing" methods to raise awareness of social problems and injustice to incite action by marginalized or disadvantaged groups. The process is rooted in problem analysis, reflection, and action, and is based on the belief that community members need to be encouraged to think critically about problems of daily life in order to make decisions about and gain maximum control over their lives. Through a unique method of asking questions and working in groups, problem posing empowers people to take concrete steps toward improving the quality of their lives.



Asset-based approaches (also known as "strength-based") identify and emphasize the positive aspects of a community's work on an issue or existing behaviors that promote health and well-being. Asset-based approaches grew out of the observation that in some settings, problem- and need-focused approaches can depress or overwhelm groups to the point that they become immobilized or pessimistic about the possibility of positive change. Asset-based approaches seek to increase self-efficacy by emphasizing and building upon what individuals and groups have accomplished and de-emphasizing blame for existing problems. Here, the emphasis is on identifying and enhancing existing assets, while promoting networking among groups and community members. As a result, community members feel more hopeful and motivated about their ability to address real needs.

Problem- and strength-based approaches are not exclusive of each other. They are on a continuum. While conducting an assets-based resource inventory, information regarding "problems" or "deficits" may surface. While conducting a problem analysis, people may talk of "opportunities." All of this information is important to know and use in designing community development activities. In deciding when to use either or both of these approaches, one important consideration is this: how you begin the dialogue influences the energy level and empowerment of the participants. In other words, **your first questions are critical.**

In the subsections below, we describe the problem-posing and asset-based approaches in greater detail. For further information, see the Resources section of this Toolkit.

THE PROBLEM-POSING APPROACH (BASED ON PAOLO FREIRE'S METHODS)

In this approach, development workers begin by asking people to look at situations around them and identify problems they are having. This discussion is participatory and may include pictures of both good and bad situations in the community to stimulate a dialogue with community members. The primary question to begin with is "What problems are you having?" or "What problems do you see in this picture?" The answers are used to work with community members to diagnose causes for the problem and identify solutions. Through this participatory dialogue, community members develop a critical awareness of the world around them and feel empowered to act on the conditions that affect their lives.

Problem posing is like a mini-learning cycle in itself, empowering people by moving them from a description of the situation to action. The problem is posed in the form of a "code." This code can be a dialogue, paragraph, word, photo, or drawing. For example, a teacher could show a drawing depicting a group of students standing together and another student standing apart from the group. The group of students are laughing and pointing at the lone student. (This situation can stimulate a discussion around why people are ostracized from others, including tribal differences, income, disabilities, HIV, and so on). The learning group then discusses five sets of questions, using the following format:

1. Describe the situation.
2. Identify the problem.
3. Relate the problem to your experience.
4. Identify the underlying causes of the problem.
5. Identify constraints and opportunities for action.

A problem or code should have the following features:

- *Be recognizable to community members.* The problem should be grounded in the community's experience, not the Volunteer's. (See the PACA tools in *Toolkit 2: Volunteer as Change Agent* for ways to identify problems or codes.)
- *Present several solutions.* To stimulate discussion, the problem should have several possible solutions. Community members should feel free to share their ideas. Treat this as a brainstorming session in which judgment is suspended and all contributions are encouraged and considered.
- *Avoid providing solutions.* A Volunteer in a problem-posing discussion is viewed as a co-learner in a "culture circle." A culture circle is "a live and creative dialogue in which everyone knows some things and in which all seek to know more" (Freire). Problem posing presents open-ended problems that can be dealt with creatively and critically, giving the affected people a say in the process.
- *Avoid overwhelming people.* The problem should not be so emotionally charged that it prevents people from talking about it, but should be one that they can address. Ask host country colleagues, friends, Peace Corps trainers, APCDs, and fellow Volunteers for advice.

- ***Be sensitive to local culture and beliefs.*** Describing situations, not blaming, is the focus of this process. It is not a Volunteer's role to preach and moralize. Check with your Counterpart, supervisor, community elders, town officials, and friends to confirm that the problems presented are valid and acceptable. These resources can also give advice on how to address the problems in a culturally appropriate and sensitive manner.

When the problems or codes are carefully chosen and the dialogue is managed well, local culture is validated and community members' knowledge and assets are identified. The results of these dialogues are small actions that move a community toward addressing its identified needs.

For more information about Paulo Freire's approach, read ***Pedagogy of Hope: Reliving Pedagogy of the Oppressed***. Paolo Freire. Translated by Robert R. Barr. Continuum Publishing, New York. 1994.

[Text on problem posing approach adapted from Introductory section of ***Community Content-Based Instruction Manual***. Peace Corps, Washington, DC. 2002. (ICE TO112)]

> ***"In the beginner's mind there are many possibilities,***
> ***but in the expert's mind there are few."***
> — Shunru Suzuki

THE FIRST QUESTION IS CRITICAL —

Change happens the moment a question is asked and that change is directly related to the question.

Questions can produce personal power, vitality, strength, health, and courage when the question takes participants into a positive space.

Questions can produce weakness, powerlessness, and depression when the question takes the participants into a negative space.

The primary focus of asset-based development is not on "problems" that need to be "solved." Rather, the emphasis lies in examining existing community assets and resources, enhancing existing activity settings, and encouraging cooperative activities. Based on the assumption that every community has groups of people who come together for productive purposes, the asset approach seeks to utilize these existing "activity settings" to produce a product or products to enhance development. In this approach, the process of working together and developing a sense of shared values and goals is just as important as the product produced. By working together over time, community members form strong bonds that will help to support them in future development efforts. The asset development approach emphasizes community-based planning in which community members are involved in all phases of work and, indeed, define the very nature of the work to be done. Community facilitators, including Volunteers, have as much to learn from working on the project as do members of the community.

The following principles guide asset-based development work:

1. **Participate in and cooperatively enhance community activity settings.** Most community concerns and aspirations are found within family, neighborhood, and community-activity settings. To understand a particular community, try to observe and make sense of the patterns of current activities and how resources are used, shared, imported, and/or exported relative to these activities. (Imagine flying like a bird, slowly circling over and around the community—watch how people move about in routine ways, combining and recombining into groups for various purposes.) According to ***Building on Assets in Community Development: A Guide to Working with Community Groups***, these active, purposeful groupings are called "activity settings" and are basic units for understanding all aspects of community life. "Activity settings can be described in terms of the who, what, when, where, and whys of everyday life.... Every group is linked to others by common purposes and the use of resources." To understand activity settings, explore the following elements:

   - People involved (individuals or groups)
   - Themes of opportunity and/or concern expressed by people in these settings
   - Various viewpoints related to the purposes of the activity
   - Historical context (as it relates to the present situation)

- Ecological and/or environmental factors related to the setting
- Process of decision making (present and desired)

In your role as a Volunteer, it is important not only that you identify and describe your community's activity setting but that you also participate in them. These groups are your natural entry into the community.

2. **Examine existing community assets.** Traditionally, change agents have gone into the community, found problems, determined causes, and tried to fix them through development projects. This deficit approach is not necessarily "bad" but it does tend to shift the direction and power in the development relationship to those who have the capabilities and resources in question, usually to things and people outside the neighborhood or community. In an assets approach, the community identifies and examines what it has in terms of all human, ecological, material, and economic resources. (Note that assets are within the activity settings.) Begin with **Individuals**, identifying their skills, knowledge, and capacities, and looking for ways to link individuals in collaborative activities. Next, examine the **Citizen Associations**: for example, churches, youth groups, women's groups, farmers' or fishermen's cooperatives, and schools. Next, identify **Institutions** present in the community: for example, local, regional, and international NGOs, banks, hospitals, and governmental agencies. Help the community make linkages within categories or across categories, beginning within the community and proceeding outward. Design projects that involve different kinds of people—intergenerational programs, for example—because they draw from a more diverse resource and social base. Avoid developing projects based on desires that call for totally new activity settings and resources. Facilitate dialogue with community members about what an improved activity setting might look like (for example, what activities, with what resources, producing what?).

3. **Design or enhance the existing activity settings consistent with values, beliefs, and rules of the host culture.** Development projects (whether agricultural, small business, health, environmental, or other) need to fit the cultural space in which they are planned. Projects developed around what outsiders find valuable, good, and appropriate may be outside the life context of the community. Before designing a project with the community, discuss and try to understand what values underlie the purposes for the project. As you begin to plan with the community, pay particular attention to these four cultural features:

   - **Social organization** (family hierarchies; roles of people based on position, clan status, age, gender, ethnic group; system of obligation; traditional forms of decision making).
   - **Conventions of conversation** (direct and indirect channels of communication).
   - **Thinking style** (use of symbols from language and objects from the environment; how people traditionally frame their perspectives and understanding about a particular development goal or activity).
   - **Sources of motivation within a given working group context** (using traditional values as a source of motivation for community action).

4. **Encourage *joint* activity; practice *inclusion* and *collaboration*; build *relationships*.** Individuals and groups working cooperatively can have a better result than those working in isolation. Concrete, mutually beneficial relationship building lies at the center of the asset-based development process.

5. **Engage in reciprocal relationships of "assisting" and "being assisted"; turn spectators into participants; learn from leaders; turn over leadership roles to those with promise.** Any given group is composed of individuals with different skills, strengths, and weaknesses. As long as the group is driven by a common productive goal, each person will contribute skills and assist others, while receiving assistance in areas where others have more expertise. By serving as both "teacher" and "learner," community members increase their productivity and feel motivated to persevere because of the assistance and support from others.

6. **Engage in quality process—*how* it is done is as important as *what* is done.** Development work should always center on activity leading to a product that is important to the community (for example, a small health clinic, a clean water supply, a soccer field, a community woodlot, or a computer center at the local school). However, although the product is the perceived purpose of the activity, it can only be produced through cooperative activity. The process of working together facilitates the development of the skills, harmony, and partnerships necessary to coordinate the resources for community development. A product without a good collaborative development process will fall into disuse and the work will have been of little importance. Both a quality process and product are necessary for successful development. (See *Toolkit 4, Volunteer as Co-Facilitator* for more insights about group process.)

There are several variations on the asset approach to development. For more information and references, see the Resources section at the end of this Toolkit; also read "Appreciative Inquiry as an Organizational/Community Change Process" in *Toolkit 2, Volunteer as Change Agent.*

[Text on asset-based approach adapted from ***Building on Assets in Community Development: A Guide to Working with Community Groups***. Peace Corps/Micronesia Project and Training Plan, 1994]

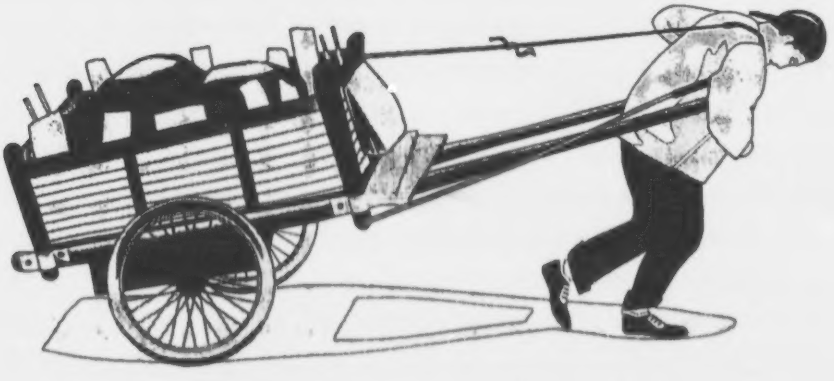
COMMUNITY CAPACITY BUILDING

WHAT IS COMMUNITY CAPACITY?

Community capacity is the combined influence of a community's commitment, resources, and skills that can be deployed to build on community strengths and address community problems and opportunities.

- **Commitment** refers to the community-wide will to act based on a shared awareness of problems, opportunities, and workable solutions. It refers also to heightened support in key sectors of the community to address opportunities, solve problems, and strengthen community responses.
- **Resources** refers to human, natural, technological, and financial assets and the means to deploy them intelligently and fairly. It also includes having the information or guidelines that will ensure the best use of these resources.
- **Skills** includes all the talents and expertise of individuals and organizations that can be marshaled to address problems, seize opportunities, and add strength to existing and emerging institutions.

Communities and the groups and institutions within them vary tremendously in capacity. Capacity is gained in degrees, sometimes slowly, other times rapidly.



HOW IS COMMUNITY CAPACITY BUILT?

The three essential ingredients of community capacity—commitment, resources, and skills—do not "just happen." Rather they are developed through effort and will, initiative and leadership.

For example, effort, will, initiative, and leadership are needed to:

- Involve and educate community members, help shape opinion, and galvanize commitment to act.
- Attract and collect resources, compile information, and shape ways for deploying these resources to "catalyze" change in how problems are addressed and opportunities are seized.
- Organize people and work, develop skills, and coordinate or manage a sustained effort that builds up the positive qualities of community life that enable a community to address problems and recognize and act on its opportunities.

The challenge for a community, group, or institution struggling to gain more capacity is to develop its own commitment, resources, and skills. **The challenge for those outside that particular group—but wishing to help—is to create opportunities appropriate for that group that can help it grow in capacity.**

[Adapted by permission from ***Measuring Community Capacity Building***, pp. 1-4, Version 3/95, Aspen Institute/Rural Economic Policy Program. Adapted by permission of Rainbow Research, Inc., Minneapolis, MN.]

BEST COPY AVAILABLE

STORIES FROM THE FIELD:

JAMAICA

A young business major was assigned to the rural fishing community of Treasure Beach as an Environmental Business Advisor. He soon recognized the importance of developing rapport with the citizens before he could work effectively with them. To begin the process, he immersed himself into the community "runnings.. He related his experience as follows:

> To get myself integrated into the community, I played football with some local youth. I played dominoes in the local bars and fished two to three times a week with local fishermen. I introduced myself to local business people and attended the South Coast Resort Board Jamaica Hotel and Tourist Association (JHTA) meetings twice a week. I interviewed local community people to learn what they wanted, and I went to schools. All these activities allowed me to get acquainted with the community before I began working on projects.

IDEAS AND ACTIVITIES FOR PRACTICING YOUR ROLE AS A LEARNER

COMMUNITY WALKS

PURPOSE

Through community walks, you are introduced to the community. People see you and become used to you. Additionally, as people lead you, they will show you what they deem important for themselves.

ACTIVITY

In conjunction with your PST trainers, Counterpart, or other initial contacts in the community, assemble a small group of community members to lead you on "guided tours" of the community. Explain that you would like to learn about the community. Let your questions flow based on what you see, taste, feel, hear, and smell, and pursue a line of questioning that follows what is pointed out to you. Think of some questions associated with your technical sector. For example, a natural resource development Volunteer might want to focus on how natural resources are being used. Here are several questions for such an inquiry:

- What is that?
- How is it used?
- Who uses it?
- Who built it?
- How many types of soils are on your land? What are they called?

Or a health/nutrition Volunteer might want to look at medicinal plants and how families and community health workers use them. In this case, the questions might include:

- What is that?
- How is it used?

- Who uses it? Do they prepare and take it themselves or does someone else administer it?
- What happens physically when someone uses (eats, drinks, applies) the treatment?
- How long have people been using this particular remedy?

POSSIBLE DESTINATIONS

Markets, stores, water sources, community forests, agricultural areas, health centers, cemeteries, garbage dumps, ports, bus or train stations, municipal parks, churches, and so on.

Tips

- Be sensitive to the time constraints and workloads of people.
- Mentally note what generates discussion, even if you do not understand what is being said. Pick out words that you hear often.
- Be aware that you will get different (often complementary or conflicting) information from different people depending upon their roles, personalities, and positions in the community. You may want to try to set up walks with a few different groups of various genders, ages, or ethnic makeup. If appropriate, ask your Counterpart, trainer, or host family to help you set up these walks.
- Be aware that what you see may vary according to the time of the day, season of the year, or festival. Repeat walks to the same places and note the differences.

[Adapted from ***Learning Local Environmental Knowledge: A Volunteer's Guide to Community Entry***. Peace Corps, Washington, DC. 2002. (Manual: ICE T0126, Workbook: ICE M0071)]

THE ART OF ASKING QUESTIONS

PURPOSE

Asking questions, or informally interviewing people, is the form of communication most basic to getting to know people. Good questions can help you create a human bond, establish trust, and begin a partnership with those with whom you will work.

ACTIVITY

The art of asking questions involves selecting the kind of question structure that fits with the kind of information you are seeking. Look at different types of question structures listed below:

QUESTION STRUCTURES

Closed questions: (yes or no)

Do you like to eat goat?
Do you use the health clinic?

Either/or questions:

Do most children eat ______ or ______ in the morning before school?
Is the clinic free or is there a fee?

Open questions (what, how, when, where, and sometimes why*):

What are some foods you like to eat?
When might you take your children to the health clinic?
** The word "why" is often interpreted as blame, rather than curiosity, so use it with a careful tone.*

Personal question forms:

Do *you* throw your trash in the river?
How many children do *you* have?

Generalized question forms:

Do *people* throw trash in the river?
How many children do *most families* have?

Practice the art of asking questions by doing the following exercises:

1

Informally interview a colleague, a trainer, or a Counterpart but ask ***only closed*** or ***either/or questions***. Do this for about two to three minutes and then stop and discuss the type and quality of data you have learned about the other person. Then continue the conversation, but this time, ask ***only open questions*** (what, how, when, where, why). Stop after about three minutes or so, and again analyze the type and quality of the data you have gathered from your interviewee. (This is a fun exercise to do in language class.) Often, it is helpful to begin a conversation with a few easy, closed questions and then proceed to the open-ended questions to explore ideas, knowledge, and opinions. Sometimes, an open-ended question may be vague and difficult to answer, in which case you may want to move back to a more closed question.

2

Ask your language facilitator to demonstrate and explain how she or he would approach someone in the community and initiate a conversation or informal interview. How would she or he establish rapport with the other person? Within the cultural context, what might be some non-threatening questions to use at the beginning of the interview? How would she or he read the nonverbal language of the other person?

Cultural Note

Many Americans begin conversations by asking "What do you do?" Culturally for most Americans, what they do is how they are known, rather than what family they are from. This probably evolved out of a combination of the mobility of most Americans—their family would be unknown—and a conscious effort by many to value someone's achievements as opposed to who they are—individualism rather than social status or group.

Once you have explored these characteristics of questions, select a topic of interest to you and an interviewee. Draft a set of questions about the topic and check them with your language trainer or Counterpart. Conduct the informal interview. If possible, take along another Trainee or a colleague to sit with you during the conversation and give you feedback afterwards on your style and skills.

[Adapted from ***PACA: Participatory Analysis for Community Action.*** Peace Corps, Washington, DC. 1996. (ICE M0053)]

LEARNING ABOUT THE HISTORY OF YOUR HOST COUNTRY

PURPOSE

To understand the significant people, places, processes, and events that have shaped the host country in which you are now living.

ACTIVITY

With the help of your trainer(s), divide the history of the host country into several important periods. Divide your training group into smaller teams or pairs and assign each a major historical period to research and report on.

Using a variety of sources (trainers, family members, other community members, local teachers, and so on), gather key facts and interesting perspectives on your assigned historical period and how it has impacted the subsequent years of development. Try to investigate how the events, people, and places of your particular period relate to your technical assignment area.

Organize the information into an informative presentation to make to other Trainees and trainers. Highlight several new vocabulary words that you consider important to your growing lexicon.

[Adapted from a Peace Corps/Slovakia lesson plan.]

WHERE THE PEOPLE ARE: EXPLORING COMMUNITY ACTIVITY SETTINGS

[This activity is based on the asset approach to community development.]

PURPOSE

Community life and individual life are organized around activity. By observing and listening to people in their activity settings, you identify the issues about which people have the strongest feelings and you gain insights about the patterns of activities.

ACTIVITY

Initial questions to think about: What sorts of things do *you* do with others during the day? What are the main activities you do with your host family and/or friends? What do you most like to do in your spare time? By answering these questions you are describing your own activity settings.

Working by yourself or with a friend or trainer, go out into the community and observe several different activity settings. Examples of settings might include: playing soccer after school, braiding hair on a front porch, planting/harvesting crops with family members, preparing meals, hanging out with friends on the street corner, and more. At each setting, use the following questions to help you observe and gather information:

- Who are the people involved and what are their distinct roles? (individuals or groups)
- What are the "conventions of conversation"? (direct or indirect; differences in style according to status or gender)
- What are the themes of concern or opportunity expressed by people in the setting? (What are people happy about? Proud of? Hopeful for? Worried about? Sad about?)
- What are the various viewpoints related to the purpose of the activity?
- What ecological or environmental factors relate to the setting?
- What is the process of decision making? (What is the structure for involving people? How do people feel both about the decisions that are made that affect their lives and the way the decisions are made?)

Afterwards, share your observations about your activity settings with other Trainees, trainers, or colleagues. Ask each other questions to explore each activity setting as thoroughly as possible. For example:

- What themes of concern or opportunity emerged? (What themes seem to contain or provoke emotional interest? Emotion is linked to motivation and often people are prepared to act on issues they feel strongly about.)
- What opinions were expressed and by whom? What words do people use most frequently to express their opinions about a particular theme?
- How does this information help you understand the larger community?
- How does this information relate to your technical sector and Peace Corps Project?
- How could you use the information to help you understand your future role as a Volunteer?

Ask the language facilitators for clarifications and comments on your observations. Try to draw some conclusions based on your collective experiences and reflections.

Once you have spent some time with people in their activity settings, you will be able to note **generative themes**—that is, the issues that are so important to the community (or subgroups in the community) that they will generate enough energy to stimulate initiative in the members.

[NOTE: This activity may be completely integrated with language training.]

COMMUNITY MAPPING

PURPOSE

To gain insight into how people in your community view their immediate world in terms of resources and relationships, and to learn how they see themselves within a larger context.

ACTIVITY

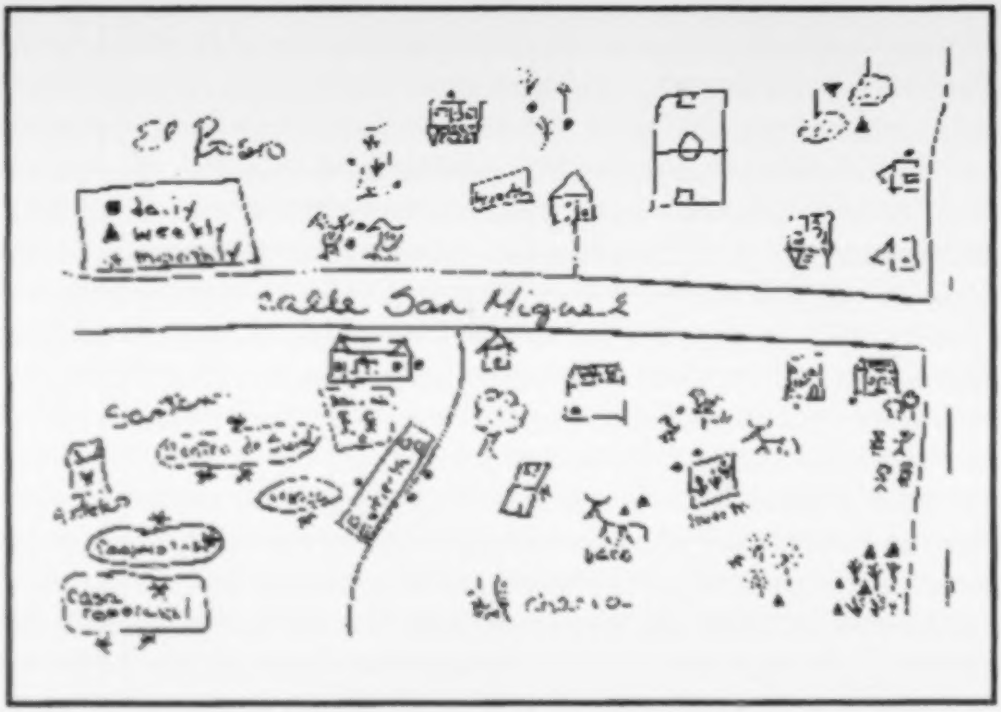
Community mapping is a learning tool for both you and the community members who participate in creating and discussing the map. The more participatory the activity, the more insight everyone stands to gain. A community map may show perceptions about topography, land use, ecosystems, and socioeconomic data such as the distribution of and access to resources. There are a number of ways to practice mapping exercises. Here are a few mapping exercises to consider, depending on where you are in your term of service and your level of language proficiency:

EXERCISE A: When you are in PST, practice community mapping on yourself—that is, get together with others in your training group and do a map of your training community. Consider dividing the training group by gender to create two maps, and then analyze the similarities and differences that emerge. You can do this sort of map within the first two to three weeks of training.

EXERCISE B: As your language skills grow, try doing a map of the host community with a group of local children. Give them some instructions and let them create. It doesn't matter if the map isn't perfect; the goal is to have interaction with the children and learn about their perspectives on the community.

EXERCISE C: Another type of mapping exercise you may want to try in the first few days at your site is one in which *you* sketch out a resource map based on your own perceptions and the information you have gathered to date about your community. Create the map gradually by taking walks around the community and exploring one area well at a time. Make mental notes about the resources and structures that exist in the selected area and then return home and draw the map from memory. Continue doing this weekly or biweekly until you feel very familiar with the physical layout and characteristics of your community. Look at your maps and think about the different systems that may be operating. Once you think you have a "good" map, show it to several community members (men, women, and youth) and ask them to point out mistakes or suggest changes.

EXERCISE D: If you are working with a particular interest group in the community, build a relief map that focuses on the topic or work environment. Examples of interest groups might include students studying geography, a women's handicraft cooperative, or a coffee growers association.



Later on, when you are situated in your community and beginning to co-facilitate participatory assessment activities, conduct a mapping exercise that includes a gender-analysis focus like the one described in the Peace Corps *PACA manual* (ICE M0053). Once you are ready to facilitate this level of participatory activity, study *Toolkit 2: The Volunteer as Change Agent* for more ideas and guidelines.

Caution: Whatever mapping exercise you decide to try, remember that community members may misinterpret your motives for wanting to create the map. Make sure you are clear on the purposes of making the map—to help you learn about the community and to help them identify and take into account their developmental assets and deficits.

See the Peace Corps *PACA manual* (ICE M0053) for examples, instructions, and other additional information about mapping.

BEST COPY AVAILABLE

SHADOWING/DIALOGUE WITH COMMUNITY "COACHES"

PURPOSE

To begin to conceptualize how various people interact in relation to or within your technical sector environment and on what resources various livelihoods depend.

ACTIVITY

Identify a trainer, Counterpart, colleague, or friend who can advise on culturally appropriate ways to identify "coaches" to accompany or shadow. Ask your trainer or Counterpart to help you identify people in the community who are known for the work they perform and/or who use local resources relating to your technical sector. Some possible examples of coaches:

TECHNICAL SECTOR	POSSIBLE COMMUNITY COACHES
Education	Teachers of different levels/subjects, directors, local religious teachers, mothers
Natural Resource Mgt./Agriculture	Farmers, herders, honey collectors, dairy producers, blacksmiths, park service workers, basket weavers, hunters
Health/Nutrition/Water Sanitation	Traditional healers, midwives, community health workers, social workers, nurses, doctors, farmers, mothers, family garden keepers
Business/NGO Development	Market sellers, local store owners, bank/credit lenders, cooperative directive members, chamber of commerce representatives, journalists, social services reps, women's organization members, local politicians, NGO leaders
Youth Development	Primary and secondary students, technical school students, youth who work in the market or in other informal jobs, religious leaders, sports coaches/leaders

Ask your Counterpart or trainer to introduce you to those people and spend one day each with four or five different people in the community. Observe which resources they use and make mental notes. As opportunities present themselves, turn your observation into action and perform the same activity as your coach. Try to get a sense of where people spend their time, with whom they interact, the rhythm of their day, and the physical areas of importance. Be prepared with several questions that will promote good conversation.

Write about your experiences at the end of the day. Think about how many hours a day different people spend on activities like collecting water, cleaning, farming, collecting firewood, or relaxing. As you begin to understand different schedules and tasks, compare and contrast them. Make observations regarding the different roles and responsibilities in the community with respect to your technical context and how these roles may be complementary and/or conflicting. Draft any tentative conclusions about who has access to or control over resources. Additionally, note how knowledge varies among gender, social class, and/or ethnic group regarding the technical areas of focus (the surrounding natural resource base, the provision of family health care, small business management, and so on).

If you are in PST, discuss your observations and reflections with your trainers and colleagues. In language class, use pantomime, pictures, and demonstration to extend your oral language skills and share as much information and perspective as possible.

[Adapted from ***Learning Local Environmental Knowledge: A Volunteer's Guide to Community Entry***. Peace Corps, Washington, DC. 2002. (Manual: ICE T0126, Workbook: ICE M0071)]

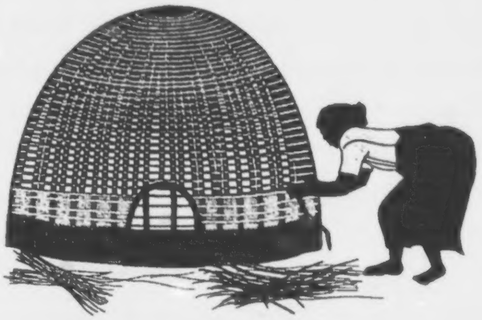
GAINING LOCAL TECHNICAL KNOWLEDGE

PURPOSE

To learn about area-specific technical knowledge and with whom it resides.

ACTIVITY A:

If you are in PST, this is an activity you and your colleagues can conduct with the help of local students and teachers and/or members of your host family. If you are already living at your site, you and your Counterpart can invite a community group (students, youth group, women's group, others) to help you carry out the activity.



The idea is for you and others participating with you to informally interview community members to learn how they have traditionally valued and/or used their resources and practices relating to the technical area. Interview the older people in community households and ask them to reflect on how their work and lives are different from those of their parents and grandparents. Afterwards, you and the other participants create some way to visually and/or orally represent what you have learned and present your findings to the group. You may want to consult trainers, teachers, or your Counterpart to develop a list of possible topics from which you can choose. Some possible topics for learning activities are:

- How farming, health services, education services, or credit opportunities have changed the community in the last 30 years
- Lending, teaching, healing, or farming practices of our ancestors
- Changes in the landscape, land ownership, or population in the last 30 years
- How changes influence farming, schooling, health services, or business development today

Tips

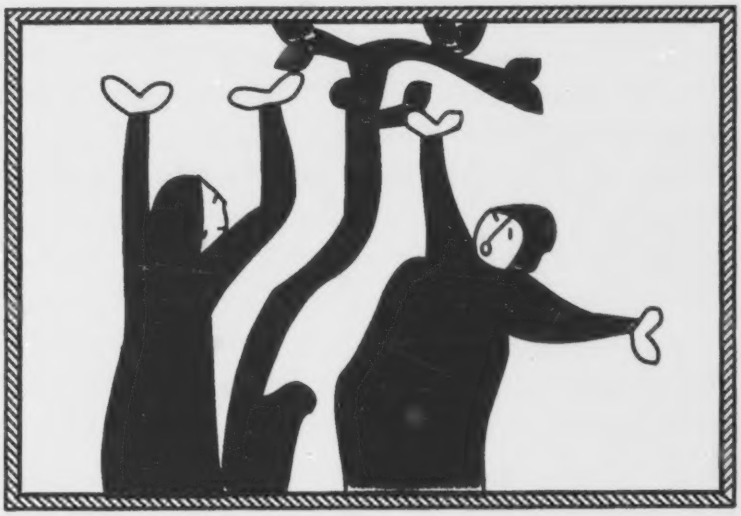
▶ If you want to work with a local teacher and students, make sure you establish a relationship with them before seeking to influence curricula.

▶ Encourage participants to interview both men and women.

ACTIVITY B:

With help from your technical trainers or Counterparts, find and interview community experts (men and women). These will be the people who are considered innovators or experimenters, and those considered to be especially proficient in some aspect of the livelihoods that support the community. Try to find out from other community members why these people are considered experts, and then interview the experts themselves. Pose questions in the context of the profession. For example, interviewers might ask an expert farmer:

- How would you characterize a good farmer? (or teacher, health worker, entrepreneur)
- What are some valuable farming techniques? (or teaching methods, health treatments, marketing strategies)
- What helps you the most with farming? (or teaching, providing health services, doing business)
- What and how have you learned from others about farming? (teaching, health, business)
- What do you value the most about the life of farming? (or a teacher, health worker, entrepeneur)
- What does religion advise about farming? (or teachng, health practice, entrepeneurship)



[Adapted from *Learning Local Environmental Knowledge: A Volunteer's Guide to Community Entry.* Peace Corps, Washington, DC. 2002. (Manual: ICE T0126, Workbook: ICE M0071)]

ATTENDING A LOCAL MEETING AND INTRODUCING YOURSELF TO THE COMMUNITY

PURPOSE

To learn how people interact and make decisions at meetings; to explain to the host community who you are and what your community role will be during your stay.

ACTIVITY

With the help of your trainer, host family, or Counterpart, identify a local community group that meets periodically to share information and address issues. If possible, try to find a group that has some interest or purpose related to your technical assignment area (for example, a Mothers' Club for health or nutrition, a Lion's Club or Chamber of Commerce for small business development, an NGO coalition, a farmers' cooperative, a youth club).

Respectfully ask the group leader if you may attend the next gathering as an observer. Ask the leader what the agenda will include and explain that you would like to have a couple of minutes to introduce yourself to the group. If the idea of attending a meeting makes you nervous, invite a friend to go with you. (The more relaxed you are, the more you will learn.)

In preparation, sketch out what you want to say to introduce yourself. There is no magic recipe for a personal introduction, but here are a few pieces of information people may find interesting:

- Your name and what it means in your North American culture and/or ancestry
- Where you are from and an interesting fact or two about your family
- A brief statement about what the Peace Corps is and an even briefer statement about why you decided to join
- What you hope to be doing as a community member and contributor during your stay (that is, either in your training community or in your site)
- One or two things you really enjoy so far about the community and its people

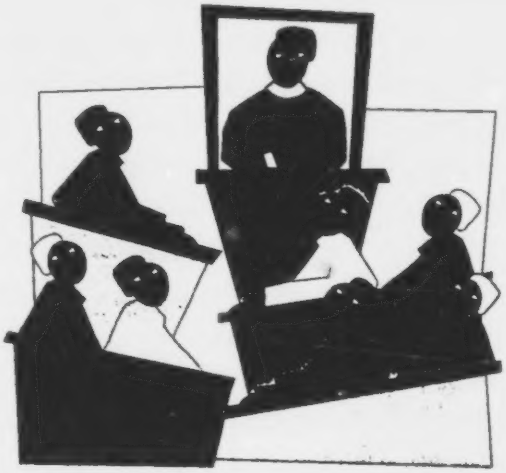
Write out your introduction and, as needed, ask your trainer, colleague, or Counterpart to help you translate and practice it. Get that person's advice on any cultural protocols to be aware of.

Also as part of your preparation, identify several meeting characteristics you want to observe. For example:

- How many people attended the meeting? Who were they? (age, gender, ethnicity, and other factors)
- How long did the meeting last? Did it start on time? Did people stay for the duration?
- What items, issues, or concerns did the group address?
- How did people interact with one another? What roles did people take on during the course of the session? How structured was the format?
- Were any decisions made during the actual meeting? Through what process?

Once you have attended the meeting (and impressed the group with your linguistic and cultural savvy), discuss your observations with your colleagues and trainers: What surprised you about the meeting format? How would you characterize the leadership in the group? How much "business" did the group get done? How similar or different was it to a meeting of a similar group in your United States community?

(See ***Toolkit 4: Volunteer as Co-Facilitator*** for more information and skill building on leading and managing meetings.)

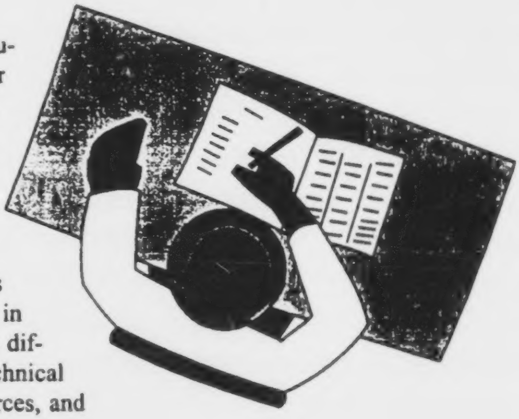


KEEPING A JOURNAL

PURPOSE

To monitor your learning; to discover assumptions (your own and other people's); to internalize new information.

ACTIVITY



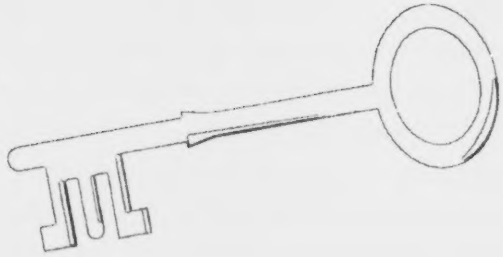
As you experience your new culture, community, and the Peace Corps, capture your thoughts and feelings in a journal. Use words, drawings, symbols, objects—whatever means you wish—to reflect on your learning. Here are a few trigger questions to consider: What has impressed you the most about the people in your community? In what ways are perceptions and practices here similar to those in the United States and in what ways are they different? What are some differences in the way you relate with your technical environment (health, education, natural resources, and so on) compared to how people in the community relate to it? What are some characteristics of the technical environment that seem to shape the daily lives of community members? What are your immediate impressions regarding gender roles and the technical environment in the community? How does what you know about your technical area differ from or compare with local knowledge?

Periodically, go back and read what you have entered in your journal. Take note of points that are unclear, conflicting, or especially interesting, and of where you might be mistaken, have doubts, etc. Describe ways in which your preconceived notions regarding people and the technical environment have been challenged and changed.

Tips

▶ Focus on what the community has to offer, rather than on what it lacks.

[Adapted from ***Learning Local Environmental Knowledge: A Volunteer's Guide to Community Entry***. Peace Corps, Washington, DC. 2002. (Manual: ICE T0126, Workbook: ICE M0071)]



KEY RESOURCES FOR MORE INFORMATION AND INSIGHT

Building Communities From the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. John P. Kretzmann and John L. McKnight. (ACTA Publications, Chicago, IL). 1993. [ICE CD051]

Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey. Michael Winer and Karen Ray. (Wilder Foundation, St. Paul, MN). 1994. [ICE CD053]

Community Building: What Makes It Work? A Review of Factors Influencing Successful Community Building. Paul Mattessich and Barbara Monsey. (Wilder Foundation, St. Paul, MN). 1997. [ICE CD052]

Idea Book Series: HIV/AIDS: Integrating Prevention and Care into your Sector, p. 31. (Peace Corps, Washington, DC). 2000. [ICE M0081]

Learning Local Environmental Knowledge: A Volunteer's Guide to Community Entry. (Peace Corps, Washington, DC). 2002. [Manual: ICE T0126, Volunteer Workbook: ICE M0071]

Natural Connections: Perspectives on Community Based Conservation. David Western and R. Michael Wright, Eds. (Island Press, Washington, DC). 1994. [ICE FC225]

PACA: Participatory Analysis for Community Action. (Peace Corps, Washington, DC). 1996. [ICE M0053]

Promoting Powerful People. (Peace Corps, Washington, DC). 2000. [ICE T0104]

Recording and Using Indigenous Knowledge: A Manual. (The International Institute of Rural Reconstruction, IIRR, New York, NY). 1996. [ICE CD054]

NOTES

2

Capacity Building
Toolkit

THE VOLUNTEER AS
CHANGE AGENT

THE ROLES OF THE VOLUNTEER IN DEVELOPMENT

Capacity Building Toolkit 2

VOLUNTEER AS CHANGE AGENT

IN THIS TOOLKIT

KSA Matrix and Learning Plan 2
What Is a Change Agent? 2

MODELS, CONCEPTS, AND CASES 4
Community Participation 4
Working with Groups to Mobilize the Community 6
Community Leaders 8
Participatory Analysis Tools and Methodology 9
Individual/Group/Institutional Capacities: Linking People 18
Youth Capacity Building Best Practices 20
The Ladder of Participation 22
Appreciative Inquiry as an Organizational/Community Change Process 24
Diffusion of Innovations 28
Stories from the Field: Madagascar and Malawi 31

IDEAS AND ACTIVITIES FOR PRACTICING THE CHANGE AGENT ROLE 32
Practicing Participatory Analysis Tools 32
Talking to Change Agents in Your Community 35
Conducting a Capacity Inventory 36
Communicating to Persuade or Influence 37
Youth Participation and Your Peace Corps Project 38
Case Study of One Volunteer's Experience with Community Organizing and Change 40

KEY RESOURCES FOR MORE INFORMATION AND INSIGHT 43

VOLUNTEER AS CHANGE AGENT

KSA MATRIX AND LEARNING PLAN

CHANGE AGENT ROLE	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, skills, and attitudes (KSAs) you need for this role	Community participation/ mobilization theories; change models including appreciative inquiry; diffusion of innovation; gender equity issues; youth development best practices; networking	Selecting and using participatory activities with community/groups; gender analysis; inquiry skills; strategic planning skills; promotion skills; relationship building for networking and linking people together for action	Flexibility, ability to deal with ambiguity; enthusiasm; confidence in change process; appreciative outlook; respect for local values, traditions, and ingenuity
Your initiatives to learn more	What knowledge you still need and where to find it: – – – – –	Skills you need to gain or improve and how you might work on further skill development: – – – – –	Things that will help you change any attitudes that will hinder your role: – – – – –

WHAT IS A CHANGE AGENT?

A change agent is someone who generates ideas, promotes new practices, models healthy behaviors, draws attention to opportunities, and encourages networks to help people move forward in reaching their goals. Change agents do not impose their ideas on others, but rather help people see possibilities they might otherwise miss. For Peace Corps Volunteers, the role of change agent is virtually inevitable. People in your community will observe you closely as you go about your work and play, and some of them will try things they see you doing just because they think you're "cool." You may be influencing people to think and act differently without realizing it! And that is perhaps the single most important reason to be conscious of your behavior not only when you are "on the job" but also when you are socializing and relaxing with others.

As community members get to know and respect you, they will expect you to help them. This may mean they want you to get them "stuff" (money or goods). The challenge is to help people understand their options and make informed decisions about their future without trying to force a particular change on them. It also means helping them learn how to make their own changes. In this sense, the roles of change agent, community facilitator, and project co-planner are intertwined and intermittent—you initiate the sparks of change and then step back and "guide by the side" as people plan and implement their desired activities.

An important aspect of serving in the role of change agent is to be aware of the implications of change. Sometimes small ideas grow into big activities that eventually result in enormous change in people's lives. While you cannot always predict the way things will turn out, you can try to analyze and understand the potential impact of your work in an effort to be less *ad hoc* and more intentional in serving your community.

EXAMPLES OF THE CHANGE AGENT ROLE

1

Alicia, an agricultural Volunteer, introduces a group of local farmers to two new varieties of maize. She takes the local farmers on a field trip to the agricultural extension station in a neighboring province, where they tour demonstration plots of the new maize varieties, and talk with the local extension agents who care for the plots. The farmers and agents talk at length about the pros and cons of the new plant varieties, and at the end of the tour, the farmers ask about getting some of the seed to plant along with their regular maize crop. Alicia suggests an approach in which the farmers conduct a pilot field test of the maize with support from the extension farm agents. Alicia and the extension agents also offer to take the farmers to visit a neighboring community where a small group of farmers have already harvested from the new seed varieties. The farmers say they will discuss this proposal back in the community and make a decision within a few days.

2

Paul, an NGO development Volunteer, notes that the organization where he is working has successfully planned and implemented a series of projects, but lacks a long-range vision and plan for the future. He meets with the NGO leaders and suggests that they hold a strategic planning session for assessing and building organizational capacity. He recommends an appreciative inquiry approach, explaining the process and the outcomes they can expect. The NGO leaders decide to go with Paul's recommendation and ask him to facilitate the planning sessions. He accepts with the condition that one of the NGO leaders co-facilitate some of the activities with him. The sessions go well and nearly everyone in the group feels energized from the process and resulting plans. Afterwards, Paul senses that the group may need help in monitoring and getting other systems in place that will support the long-range goals they have set. He offers himself as a resource for technical assistance.

3

Linda, an education Volunteer, uses community-based content instruction (CCBI) with her students. After several classes focused on HIV/AIDS prevention, the students have become very engaged and want to organize some after-school activities in coordination with the local health clinic and one of the social service providers in the neighborhood. Several colleagues at the school hear the students talking about how "different" the Volunteer's classes are and they ask Linda to show them what this methodology is all about. She gives them an orientation and also invites them to observe a class. Afterwards, a couple of the teachers seem to like the idea and want Linda's help in CCBI lesson planning. Other teachers are more skeptical, saying the new approach might distract the students from their preparation for the comprehensive tests at the end of the semester. They also express concern about the informality of Linda's teacher-student relationships. They say they want to wait and see what happens if other people try the new approach.

Capacity Building Toolkit 2

MODELS, CONCEPTS, AND CASES

COMMUNITY PARTICIPATION

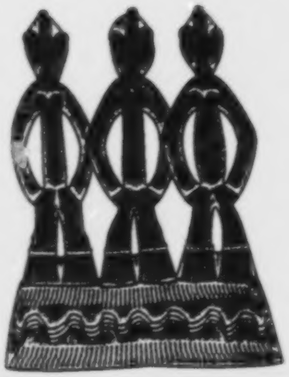
What do we mean by community participation? Initially, participation is people getting together and getting engaged. Ultimately, it is the power to make decisions. Participation means people taking responsibility for their own development as a better way to achieve improvements in economic and social conditions. Participation recognizes the potential of human talents and energy—the most basic of development objectives and a human right.

Promoting participation in a community mobilization process depends on your philosophical orientation as much as on program strategies, design, and procedures. Do you believe that the disadvantaged or uneducated can make an important contribution to their own development? Do you regard communities as sources of good ideas, organizational capacity, and rational thinkers, not just as sources of labor or as objects to be mobilized towards a programmatic outcome? Promoting effective and sustainable participation that empowers communities to make decisions affecting their lives requires investment in the process.

How do we know if we have achieved full participation in our community mobilization efforts? We need to know *who* is participating as well as *how much* participation is occurring. Which groups are less involved in implementation, decision making, or accessing benefits? Women? Youth? Ethnic minorities? Temporary landowners? Migrant workers? People living in the poorest, makeshift neighborhoods?

It is also important to know how participation is occurring.

- Are communities taking the initiative themselves or are external organizations taking the initiative?
- With a monetary incentive, voluntarily, or through coercion?
- On an individual basis or in an organized manner? Indirectly or directly?
- Is the process sporadic, intermittent, or continuous?
- Is the process empowering?



A WORD ABOUT "INCENTIVES" FOR PARTICIPATION

Rewarding participation with monetary or other "incentives" will often create demand for incentives in the future. When the incentives are finished, so is participation. In some settings, this attitude has become so pervasive that community members insist that they be compensated for their participation. Some organizations, fearful that the community will not participate in the mobilization effort, decide to give in to this practice, further increasing demand and dependency. Other organizations maintain that they will only work with those communities that are interested in helping themselves. When community members refuse to participate without incentives, the organization moves on to find a community that will participate without incentives or works with those individuals who forgo external material rewards.

Peace Corps Volunteers, who have few or no material incentives to offer, usually opt for the latter approach—they work with those individuals who are willing to forgo material rewards. But in communities where a strong precedent for incentives has been set by other organizations, this can be a challenging road to travel. The important thing is to remember to be consistent with the long-term aims of the project and the Peace Corps' core values and principles. If you can get two or three people involved, others may become more interested and join the dialogue and work.

BARRIERS AND RESISTANCE TO PARTICIPATION BY COMMUNITY MEMBERS

Undoubtedly, it would be easier for you and your Counterpart/team to work only with those people who show up in response to a general announcement, but this may not be the wisest or most effective strategy if you truly want to reach priority groups ("rounding up the usual suspects"). There are many reasons that people may not want to or be able to participate in a community mobilization process. People should be free to decide whether or not they want to participate. There are times, however, when people do want to participate but may have barriers to doing so such as:

- Limited physical access to meeting sites
- Cultural limits to mobility and participation (e.g., women in *purdah*, caste structures, age, etc.)
- Family members or others prohibiting an individual's participation (often husbands initially object to their wives participating in meetings because they may not see the benefit, particularly if no tangible incentives are provided)
- Opportunity costs of participation ("If I attend this meeting, I am forgoing something else that may be more beneficial to me or my family.")
- Low self-esteem ("I wouldn't have anything to contribute.")

You and your Counterpart need to listen to community members to be able to identify the barriers to participation and work with interested ones who would like to participate to develop strategies to overcome barriers. Often, those most affected by the issues you are working on are experiencing the greatest barriers to participation.

[Adapted by permission from ***How to Mobilize Communities for Health and Social Change*** (draft form). Lisa Howard-Grabman and Gail Snetro. Save the Children Federation, Westport, CT.]

WORKING WITH GROUPS TO MOBILIZE THE COMMUNITY

Why is group organizing so important to the community development process? Some of the reasons follow. You may be able to think of others, too.

- Collective action often creates more power to advocate for changes in policies, relationships, resource allocation, access, etc., or brings life to inactive or ignored policies and systems that are supportive of healthy communities.
- Combined resources can be stronger and more effective than uncoordinated individual resources.
- Community members gain awareness that they are not alone in their concern about and experience with development issues (health, environment, income generation, education, agriculture, youth development, and so on.)
- Group experiences can create conditions for new leaders to emerge and for leaders and other group members to practice new skills.
- Working with existing groups may strengthen these groups' capacity to effectively address development issues.
- Newly established groups may evolve into local organizations or institutions that continue to work on the particular technical focus or similar issues.

WORKING WITH EXISTING GROUPS

As part of getting to know your community, you will likely find numerous groups that already exist for various purposes. These may include social clubs, sports teams, support groups, professional associations, church groups, and so forth. As you begin to explore the various interests and needs in the community, especially those related to your technical assignment area, you will have to make some decisions about whether to work with some of these existing groups or organize new ones.

The **advantages** of using existing groups include the following:

- ***Avoidance of delays in start-up.*** Extra time is not needed to organize new groups and give members time to become acquainted.
- ***Group cohesion.*** In existing groups the group dynamics have already been worked out. The group is usually stable and cohesive and can turn its attention to new topics.

- *Trust.* Over the course of many discussions, group members develop a common bond and learn to trust each other. This trusting relationship enables them to have a more open discussion about the realities of their lives.

- *Altruism.* Group members have demonstrated their interest in giving support to others.

On the other hand, trying to build on existing community groups is not always successful. **Disadvantages** may include some of the following:

- *Inflexibility.* Groups may not be open to adding new topics or tasks, or to organizing in different ways than they are accustomed.

- *Dependency on incentives.* Groups that were formed to receive to some tangible benefit, such as food or agricultural supplements, may not be motivated to attend group meetings when concrete incentives are not provided.

- *Dysfunctional formats.* Some groups may be structured in ways that discourage the active participation of all group members. Also, existing groups may have fallen into patterns that discourage new ways of thinking and problem solving. Changing the dynamics of group composition may help the group get out of the rut.

- ***Existing structures may perpetuate inequities that may contribute to some of the development issues*** *(for example, poor health, inequitable education opportunities, restrictions on small business, and so on).* When minority subgroups are excluded from participation in existing groups, their issues are not included on the community agenda and their needs remain unarticulated and unmet.

[Adapted by permission from ***How to Mobilize Communities for Health and Social Change*** (draft form). Lisa Howard, Grabman and Gail Snetro. Save the Children Federation, Westport, CT. Original source for text on working with existing groups from ***Mother Support Groups: A Review of Experiences in Developing Countries.*** BASICS. 1998.]

BEST COPY AVAILABLE

COMMUNITY LEADERS

There are many types of informal leaders in your community, in addition to the formal leaders. Do you know who they are? Do you know how to work with them and get them to want to work with you?

Community leaders generally include:

- **Natural Leaders:** They attract the trust of the community members and usually have a lot of common sense, integrity, and concern for others. Natural leaders are not easily identified because they are not looking for power for themselves. They may not have much formal education or speak out much at public meetings, but they know the community very well and are familiar with its conditions and concerns. Examples of natural leaders might be a healer, owner of a grocery store, successful farmer, barber, soccer team captain, bartender, and so on.
- **Institutional Leaders:** They are connected with religious, educational, government, or non-government institutions. They have power within their respective institution and prestige and influence in the community. They may be appointed or elected to their position. If they don't approve of something (project, new idea, or process), the community is likely to reject it.
- **Prestige Leaders:** These people have wealth and social position in the community, are usually well educated, and may even have traveled extensively. Prestige leaders often belong to families that have had influence in the community for many years and they guide many of the social areas of the community. They are usually very concerned with "losing face."
- **Specialty Leaders:** They have a particular field of expertise and are sought out by community members for advice. They may have started out poor, but have now "made it." They may have taken a risk to start a business and have achieved much success at it. They are known for acting carefully and giving sound advice.
- **Voluntary Leaders:** These people offer their energy and time to community and public causes that they believe in. They usually have definite ideas about what should be done and how it should be done. They have energy and motivation, but probably not much time to research an issue. They are likely to be in the limelight because they are persuasive and may have garnered honors and awards. They are usually talented organizers and good spokespeople on behalf of a cause.

[Adapted from ***The New Role of the Volunteer in Development Manual.*** Peace Corps. 1984. (ICE T0005)]

PARTICIPATORY ANALYSIS TOOLS AND METHODOLOGY

Participatory analysis is a methodology to help community members assess where they are in their development and decide where they want to go in the future. ("Community" here refers to more than a geographic location — it may also mean neighborhood, institution, organization, professional group, or affinity group.) Using tools such as resource mapping, seasonal calendars, and institutional relationships diagrams, the community:

- Identifies and describes the resources, characteristics, and conditions of which it is composed.
- Organizes the information or data about the community in ways that make it easier to analyze (that is, puts the data in the form of a map, diagram, matrix, or other graphic).
- Identifies and prioritizes changes it wants to make or issues it wants to address
- Prepares to move forward into concrete planning of specific community actions.

Peace Corps Volunteers and other development workers have been using participatory analysis tools and methods with community groups for several years now. Generally, the Volunteer's role has been to (a) introduce the community to the tools, (b) suggest appropriate tools for the type of analysis the community wants, and (c) serve as a co-facilitator at least the first time the community conducts the assessment activities. Given the substantive discussion that goes on during the analysis, the facilitators need good communication skills. As such, this is an excellent opportunity to team with your Counterpart or someone else who has a good command of the local language.

ADVANTAGES OF PARTICIPATORY ANALYSIS TOOLS

Community Mobilization – The analysis is carried out in the community, under the responsibility of its members and with their active participation. Through participation, community members raise their consciousness about their reality and what can be done to transform it.

Use of Visual Techniques – Semiliterate people participate more effectively when they use visual techniques for gathering, analyzing, and presenting information. These tools make use of maps, diagrams, and other graphics, which people design, interpret, comment on, adapt, and make corrections to during the exercises.

Promotion of Grass-roots Development – The participatory methodology allows members to search for solutions in accordance with local criteria and priorities in areas such as technical and social feasibility, sustainability, cost, and the role of participants.

Partnership building and Collaboration with External Institutions – The participatory process provides a space in which community members and development workers can get to know each other better, clarify roles, and build trust over time. It also helps communities identify where they may need help from other groups to achieve a particular goal.

Giving Everyone a Voice – The methodology encourages and offers a means for participation by all people, including men, women, youth, children, the elderly, and other diverse sectors of the community.

Integration of Themes – History, geography, social aspects, economy, and production themes are analyzed in relation to one another.

Low Cost – The materials used in applying the tools are low cost and easy to obtain.

Convenience – The analysis is done in or near the community and the activities may be scheduled around daily work routines.

LIMITATIONS IN THE APPLICATION OF THE TOOLS

- False expectations can be raised in the community, especially regarding financial support. Sometimes community members will expect the development worker to bring funding in once they've all participated in and finished the assessment activities.
- Some of the information obtained through the activities can be superficial, false, or exaggerated.
- Every sector of the community is not always adequately represented (women, children, the elderly, the landless, ethnic and religious groups)
- Community members may have trouble reading and understanding some of the matrices and diagrams used in the tools.

GENDER PERSPECTIVE IN PARTICIPATORY ANALYSIS

Gender perspective means learning about and taking into consideration the characteristics that distinguish women's and men's roles in a given society. These include: work, family and/or social responsibilities, behaviors, values, preferences, fears, activities, and expectations that society assigns in differentiated ways to men and women.

It is helpful to understand the differences between "gender" and "sex" in the context of development work. Gender refers to the socially or culturally established roles of men and women. These roles will vary from one culture to another and will change over time. Sex refers exclusively to the biological differences between men and women.

By analyzing gender roles, you are exploring the different needs and roles of men and women and, in some cases, how these might be changed. Adopting a gender perspective does not mean working exclusively with women. Its true significance is its recognition of the need to integrate women as well as men, and girls as well as boys, into the processes of change.

In the context of these participatory tools and activities, gender analysis *identifies* men's and women's points of view, criteria, and desires for change *equally*, giving them the *same value* when decisions have to be taken, activities implemented, and benefits distributed.

GUIDING PRINCIPLES FOR USING PARTICIPATORY TOOLS AND METHODS

1. Define your community including all representative segments (gender, ethnicity, age, economic, and educational groups)—for example, a school, a group of chicken farmers, a women's co-op, a village.
2. Involve all representative segments from the community in the entire assessment process.
3. View members of the community as partners, not objects to be studied.
4. Conduct the activities in the local language and at the site of the community.
5. Identify and respect local protocol.
6. Whenever possible, have a community member or agency partner work with you in carrying out the activities.
7. Prepare the community beforehand. [For details see ***PACA: Participatory Analysis for Community Action***. Peace Corps. 1996. (ICE M0053)]
8. Remember that the overall goal is to build the community's capacity to take action.

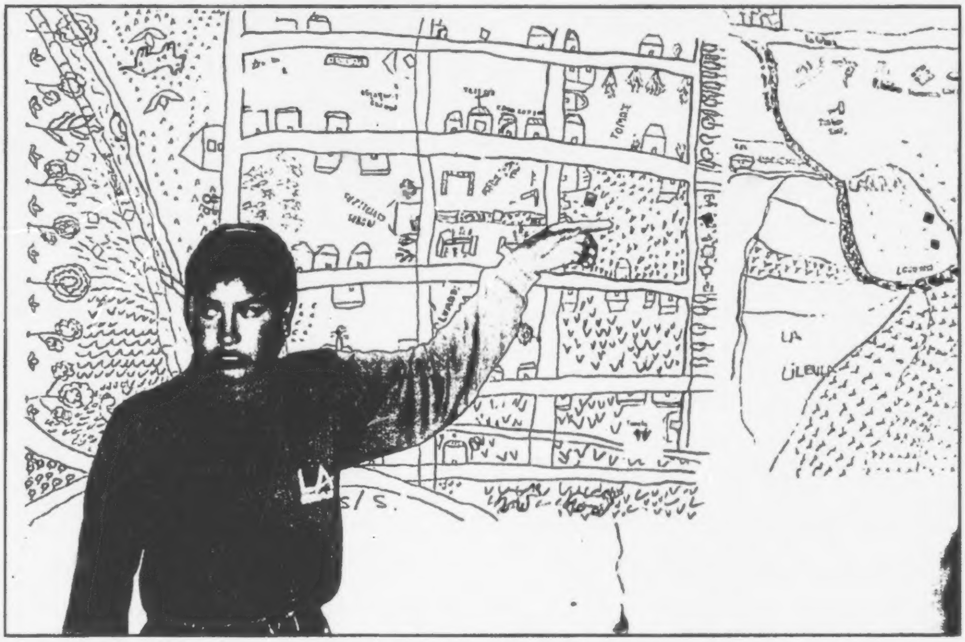
SELECTED PARTICIPATORY ANALYSIS TOOLS

COMMUNITY MAPPING

In community resource mapping, community members make a graphical representation of the community. Drawn on paper or on the ground, the map shows spheres of activity spatially over the landscape. It can be used in various settings to locate current resources, activity centers, institutions, and other areas frequented by the groups developing the map. It can be used in small communities, neighborhoods of larger communities or cities, workplaces, training centers, classrooms, and organizations to identify differences in perceptions, assets, needs, access to power, and so on.

Once the maps are drawn, additional instructions can be given to enhance the information. For example, participants may be asked to indicate places they frequent daily, weekly, less often; places they like to be and others they dislike; what they would like to have that is not there (more land, school, clinic, store, transportation, repaired roads, and so on). After subgroups have completed their maps, they post and explain them to each other. This provides a more complete picture, as each perspective adds to the whole. The discussion of the maps can lead to identification of issues to be addressed and potential projects they wish to undertake, or simply supply a baseline for measuring future activities.

[For instructions and tips on using Community Mapping see ***PACA: Participatory Analysis for Community Action***. Peace Corps. 1996. (ICE M0053)]



Example of Community Mapping

BEST COPY AVAILABLE

DAILY ACTIVITY SCHEDULES

In this activity, participants (women, men, girls, and boys) re-create a timeline of their daily activities that describes their gender and age roles in terms of labor. Most households have weekly and seasonal variations in tasks, and several schedules may be needed to get the whole picture. Information from Daily Activity Schedules may be important when determining who will need to train for a particular project, when in the day (or season) meetings and training events can take place, what type of labor-saving interventions might be possible, and how changes might impact different families and family members.

[For instructions and tips on using Daily Activity Schedules see *PACA: Participatory Analysis for Community Action*. Peace Corps. 1996. (ICE M0053)]

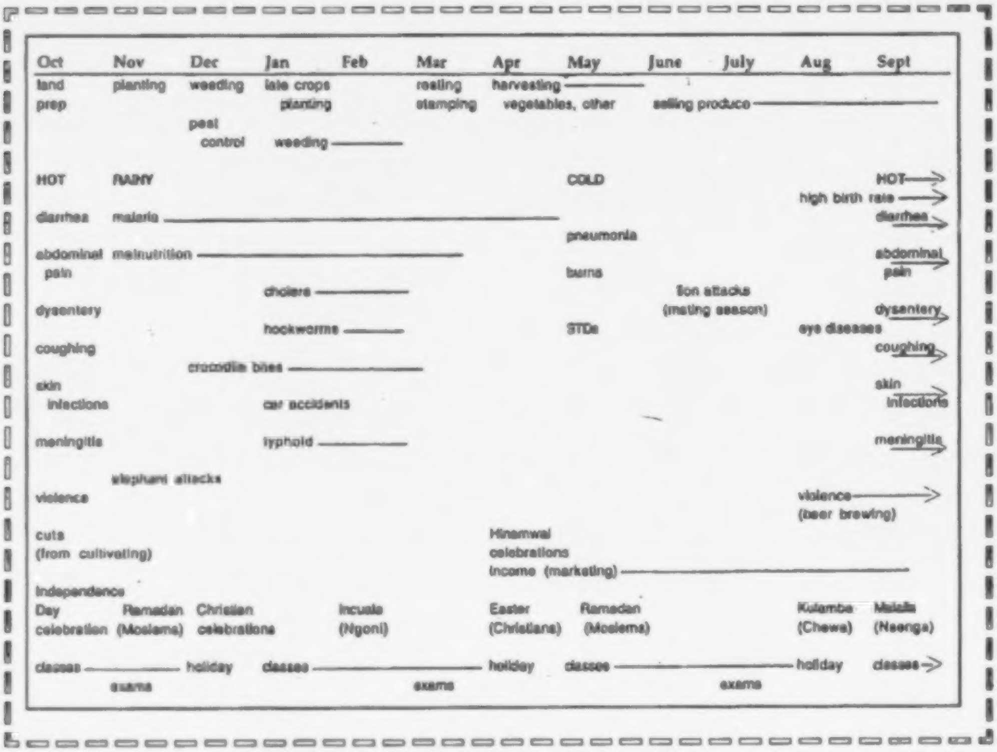
Time	Typical Day for Boys	Typical Day for Girls
	Jemal Kassem Esaw Tesfaalem	Fatma Salem Welesh Helen
6:00 am	Wake up, wash face, prepare for school	
6:30-7:00 am	Go to school	Wake up, wash, eat, put on uniform
8:00-10:00 am		Help parents with food, washing clothes, gardening, do homework
11:00 am		Eat
11:30 am		Go to school
12:30 pm	Go home, wash hands	
1:30 pm	Eat (cook if in boarding school), sleep, study, sports; get water from well, wash clothes and harvest (if in boarding school)	
6:00 pm		Go home
8:00 pm	Eat dinner, watch TV (in city), do homework	Eat, wash dishes, watch TV (in city)
9:00-10:00 pm		Go to sleep
10:00-11:00 pm	Go to sleep	

Example of Daily Activity Schedule

SEASONAL CALENDAR

Seasonal calendars trace seasonal variations in labor activities, income flow, and expenditure patterns. They can include various other factors: weather patterns, crops and animal production, plant and animal diseases, human health patterns, and social obligations and events. Many households experience periods of economic or other stresses, and these variations may have differential impacts on sex, age, and other subgroups. An understanding of these seasonal variations is important to the development of community activities. For example, the calendar can be used to determine opportunities for new productive activities, or conversely, the potential difficulties in adding activities to an already "full" calendar. Or in another example, the calendar might pinpoint when certain members of the household are overburdened with work and can open a discussion of whether these labor bottlenecks should be addressed in a project.

[For instructions and tips for using seasonal calendars see ***PACA: Participatory Analysis for Community Action.*** Peace Corps. 1996. (ICE M0053)]


Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
June
July
Aug
Sept
land prep
planting
weeding
late crops planting
reeling stamping
harvesting
vegetables, other
selling produce
pest control
weeding
HOT
RAINY
COLD
HOT
high birth rate
diarrhea
malaria
diarrhea
pneumonia
abdominal pain
malnutrition
burns
abdominal pain
cholera
lion attacks (mating season)
dysentery
dysentery
hookworms
STDs
eye diseases
coughing
coughing
crocodile bites
skin infections
car accidents
skin infections
meningitis
typhoid
meningitis
elephant attacks
violence
violence (beer brewing)
cuts (from cultivating)
Hinamwai celebrations
income (marketing)
Independence Day celebration
Ramadan (Moslems)
Christian celebrations
Incuala (Ngoni)
Easter (Christians)
Ramadan (Moslems)
Kulamba (Chewa)
Malaila (Nsenga)
classes
holiday
classes
holiday
classes
holiday
classes
exams
exams
exams

Example of Seasonal Calendar

INSTITUTIONAL RELATIONSHIPS DIAGRAM (VENN DIAGRAM)

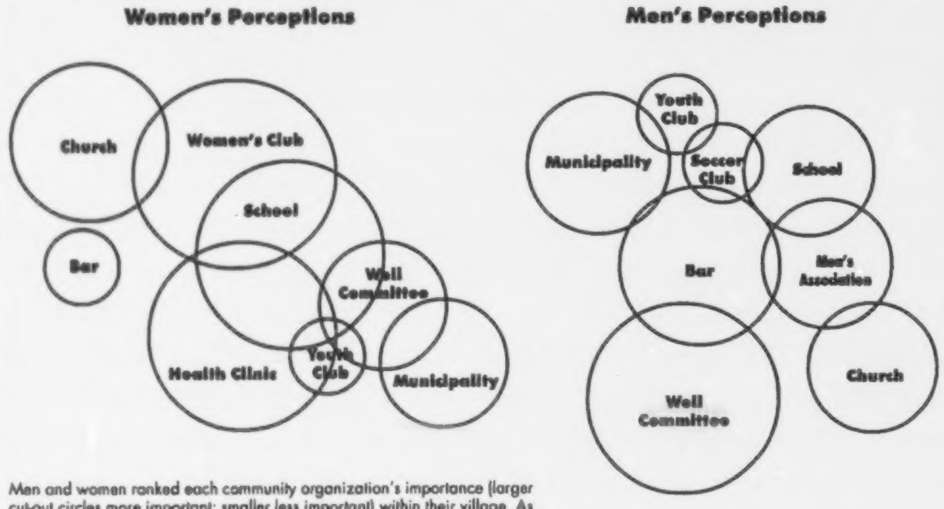
The Venn diagram shows existing community groups, institutions, and their social relations. The diagram is a type of social map of the community. It can provide insight into which individuals and groups have influence on decision making, as well as the relationships between the community and outside forces, such as development agencies or the government. The diagram is usually designed on the ground, a floor, or a table with the community. Paper can be cut to different sizes to represent different groups or institutions (women's groups, artisan cooperatives, health committees, NGOs, agricultural extension office, and others). The larger the piece the more influence that group has in the community. Designs placed inside a drawn circle represent individuals and groups in the community. If the cards touch or overlap it means there is some interaction or social network between the groups. The designs placed outside the circle represent organizations external to the community. Arrows are drawn to show how outside organizations interact with the community. Some questions you can ask while using a Venn diagram include:

- Which people or groups have power to make rules concerning _______ resources? (sector specific)
- How do they work together? What happens when there is a conflict?
- What are women's roles in decision making? In decisions on resource management? What are men's roles?
- What kinds of help or barriers come from outside the community concerning _____ ? (sector specific projects/activities)

[Venn diagram description is adapted by permission from ***How to Mobilize Communities for Health and Social Change*** (draft form). Lisa Howard-Grabman and Gail Snetro. Save the Children Federation, Westport, CT.]

[See the ***Participatory Rural Appraisal and Planning (PRAP) Workbook***. David Selener, Nelly Endara, and José Carajal. IIRR. 1999, for additional instructions and tips on using Venn diagrams.]

EXAMPLE OF INSTITUTIONAL RELATIONSHIP DIAGRAM (VENN DIAGRAM)



Men and women ranked each community organization's importance (larger cut-out circles more important; smaller less important) within their village. As noted, men and women ranked the organizations differently. This exercise done by Trainees provided an insight into organizations and about attitudes toward them by both men and women from differing gender viewpoints.

Example of a Venn Diagram

DECISION/FEASIBILITY MATRIX

The decision or feasibility matrix is a tool that may be used to help the community rank the relative importance or feasibility of proposed changes and solutions from several perspectives in an ordered and systematic way. In this technique, community members begin by discussing the proposed changes and solutions to ensure everyone understands the issues and options. After discussion, some of the changes or solutions may be combined or written as one clear item. Then, the group determines the criteria it will use to analyze and rank the options. Possible criteria include: productivity, sustainability, equity, time required to accomplish, costs, technical feasibility, social feasibility, and others. Once the criteria are established, group members discuss and agree on a ranking for each option under consideration.

[For instructions and tips on using a Decision/Feasibility Matrix see *PACA: Participatory Analysis for Community Action*. Peace Corps. 1996. (ICE M0053)]

Solution/ Desired change	**Acceptability to community**	**Sustainability**	**Cost**	**Benefits largest number of people**
Item 1				
Item 2				
Item 3				
Item 4				

Example of a Decision/Feasibility Matrix

> *“The Chinese use two characters to write CRISIS.*
> *One means opportunity,*
> *the other means problem.”*

BUILDING INTENTIONAL RELATIONSHIPS AND NETWORKS

When you begin your service in your community, you must meet your neighbors on both literal and figurative levels. Make a direct and focused effort to get acquainted with young and old neighbors, town officers, bus and boat drivers, post office personnel, teachers, principals, shop owners, youth workers, local NGO staff, governmental workers, members and leaders of local churches, business owners and managers, and anyone else who makes up part of the fabric of your community. The more you have sustained conversations with these folks, the more you become aware of their capacities, the personal assets they bring to community and organizational development. As you go about this style of networking, you will begin to notice potential linkages between individuals, groups, and institutions — linkages that lead to involvement and action.

Tips for successful contact with people in the community

- Fact-finding—learn about the people you're interested in contacting; find someone who knows them and ask a few questions.
- Walk by—get a feel for their workplace or house.
- Participate with them in activity settings—the market, sports field, informal meeting places, dance clubs, porches, etc.
- Make a courtesy call—a brief "drop-in" visit; a quick phone call; perhaps use a third person to schedule an appointment (if culturally appropriate).
- Explore areas of mutual interest—make a connection on a personal basis; look for shared ideas, beliefs, and/or values in conversation.
- Emphasize "process," not "product." Without hurrying the relationship, look for appropriate opportunities to introduce collaborative activity.
- Beware of people who seem to be overly eager to please you, such as the "hangers-on."
- Remember that every community has "quiet" leaders—you may be talking to one!

[Adapted from a workshop in assets-based approaches and project planning conducted in Peace Corps/Western Samoa, 1996.]

REFLECTION QUESTION

Consider the title of this piece — "building intentional relationships and networks." What does it mean to you? Have you ever done this? Think about the social and professional networks you had in the U.S. before coming overseas. Who were the people or groups in your networks? How did you "find" them and get to know them in such a way that you were willing to be supportive and collaborate with one another? How might you apply this experience to building intentional relationships in your new community here?

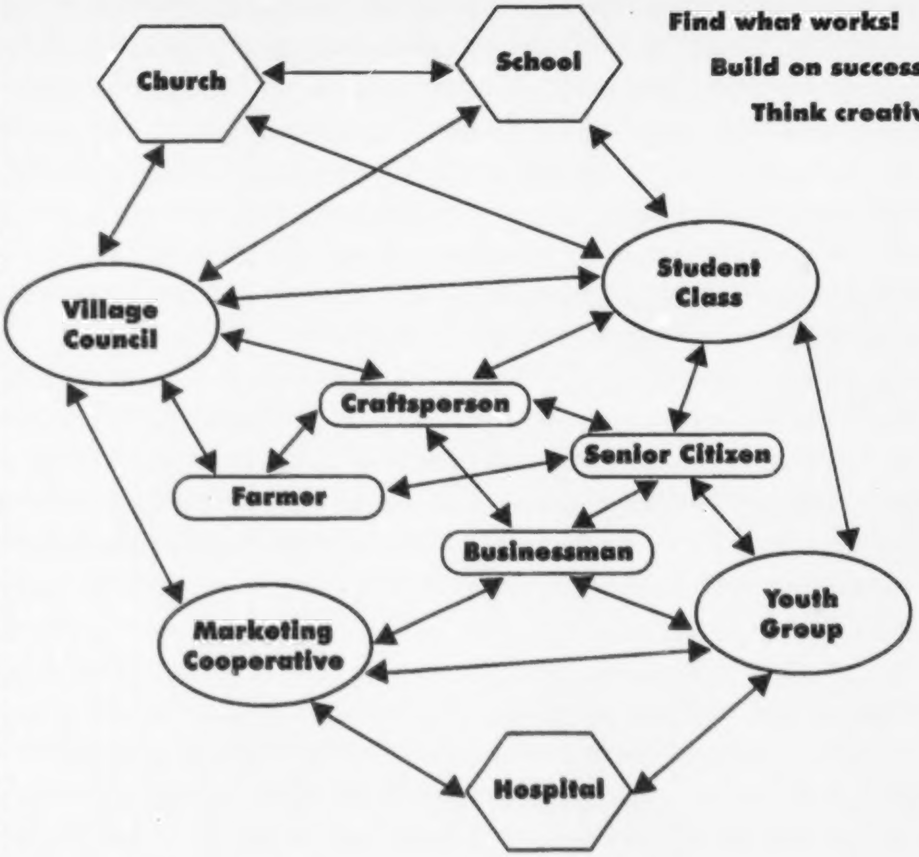
INDIVIDUAL/GROUP/ INSTITUTIONAL CAPACITIES: LINKING PEOPLE WHO KNOW WITH PEOPLE WHO WANT TO LEARN

As you begin to learn about your community's resources and capacities, remember that people have been living, learning, and achieving there for a long time. They have a multitude of skills and knowledge that may be tapped for community action toward desired goals. The key is not only to recognize *who* has *what* skills/expertise but also to *connect* "people who know" with "people who want to learn."

As a Volunteer, you can help your community identify the capacities of its individual members, associations, and organizations by using participatory analysis tools (mapping, Venn diagrams, and so forth) and through your own intentional efforts to build relationships and networks (see previous page). In the process of seeking out and valuing individuals' skills and knowledge, both you and the community members will begin to see potential linkages that can lead to "those who know" teaching or assisting "those who want to learn." Ideas for small doable projects or activities will often just suggest themselves. These can be ideas that may or may not surface in more traditional needs surveys or assessments. The diagram on the following page illustrates some of the linkages and partnerships that may be built from individual and group capacities.

[For more ideas on creative partnerships, see ***Building Communities From the Inside Out: A Path Toward Finding and Mobilizing A Community's Assets.*** John P. Kretzmann and John L. McKnight. ACTA Publications. 1993. (ICE CD051)]

Building Relationships among Individuals, Community Groups, and Local Institutions


Church
School
Student Class
Village Council
Craftsperson
Senior Citizen
Farmer
Businessman
Youth Group
Marketing Cooperative
Hospital

Find what works!

Build on successes!

Think creatively!

- Schools and firefighters conducting public fire-safety campaign
- Artists and craftspeople teaching in hospitals, schools
- Businesspeople tutoring in schools
- Youth group observing government in operation
- Senior citizens tutoring students
- Youth group leading tutoring and recreation program for preteens
- Marketing cooperative selling youth, senior, and hospital crafts
- Community nurse working with families to promote hygiene
- Bank supporting local businesses
- Police conducting young-adult recreation leagues
- Students performing for elderly and sick

[Text and diagram adapted with permission from ***Building Communities From the Inside Out: A Path Toward Finding and Mobilizing A Community's Assets.*** John P. Kretzmann and John L. McKnight. ACTA Publications. 1993. (ICE CD051)]

YOUTH CAPACITY BUILDING BEST PRACTICES

In many developing countries, 75 percent or more of the population are youth under the age of 30. Although the concept of "youth as resources in development" is increasingly acknowledged, the practice of engaging youth in development activities as full partners is still not fully accepted. Meanwhile there is increasing concern about the status and employment of young people, particularly in countries transitioning from war with many demilitarized youth who have limited education and skills. The question becomes how to meet the needs of these youth to develop skills to earn a livelihood through engaging them in development.

> *"Development without including youth is not sustainable."*
>
> — Virginia Gobeli

The following list of best practices is offered for consideration in planning activities that focus on youth as resources in development activities. The intention is to help youth develop skills and competencies that they have an opportunity to practice while positively contributing to the development of their communities and nation. We hope this list will be tested further, evaluated, expanded, and refined as part of a growing trend toward identifying and relating to youth as full partners and resources in development.

- **Give youth a seat at the table.** Engage them as full contributing partners at all stages of program and activity planning, implementation, monitoring, and evaluation.
- **Model and teach experiential learning.**
- **Advocate and provide internships, service learning, and mentoring** as effective "hands-on-learning" approaches. Advocate and encourage communities and the public and private sectors to learn how to help youth gain skills through paid and volunteer services.
- **Provide opportunities for youth to develop a set of core skills** that can be transferred to income-generating activities. Consider: project planning, budgeting, self-assessment and management, negotiation, teamwork, and conducting meetings.
- **Focus on building human capacity** rather than on quick and easy deliverables such as computers. For example, do not provide too many personal computers without building the human capacity to use and apply the tools to solve real life issues and problems.
- **Proactively select partners when engaging youth.** Use carefully constructed criteria linked to the objectives of the activity for selecting youth as partners. Be as open and transparent about the criteria and selection process as the situation permits. (Not every young person has the personality and people skills to become a trainer-of-trainers or a community development outreach coordinator.)

- **Build on strengths.** Don't reinvent the wheel. Use localized, tested training materials and resources. Help youth and members of the community appreciate what they do have as local resources (human, natural, social, and financial resources within the community).

[Adapted with permission from *Report on USAID/USDA Youth Initiative Pilots in Uganda and Zambia*, March 2000.]

> *"Never doubt that a small group*
> *of committed citizens*
> *can change the world.*
> *Indeed, it is the only thing*
> *that ever has."*
>
> — Margaret Mead

THE LADDER OF PARTICIPATION

Many development programs claim to involve children actively in the process. Roger Hart, a leading authority on environmental education, has studied hundreds of "children's programs" and found many of them lacking in the true involvement of children in shaping their own and their communities' futures. He adopted the metaphor of the "Ladder of Participation" to guide adults in critical thinking about how to support the involvement of children to the maximum of their desire and capacity.

Most important, the ladder is meant to show what is *not* participation—that is, the types of programs described on the bottom three rungs of the ladder. The other five rungs of the ladder describe programs of true participation. All children may operate on one of these levels depending on their ability and interest in the particular project. This conceptual view does not mean that projects at level 8 (totally child-initiated) are better than projects at level 4 (still adult-initiated). It means that adults should create the conditions and opportunities for children to work at whatever levels they choose.

1. **Manipulation.** If children have no understanding of the issues and hence do not understand their actions, then this is manipulation. One example is that of preschool children carrying political placards concerning the impact of social policies on children.

2. **Decoration.** This refers to those frequent occasions when children are given T-shirts related to some cause, and may sing or dance at an event in such dress, but have little idea of what it is all about and no say in the organizing of the occasion. This is described as one rung up from "manipulation" as the adults do not pretend that the cause is inspired by children. They simply use children to bolster their cause in an indirect way.

3. **Tokenism.** Children are apparently given a voice, but in fact have little or no choice about the subject or the style of communicating it, and little or no opportunity to formulate their own opinions. There are many more instances of tokenism than there are genuine forms of children's participation. A good example is the token use of children on conference panels.

4. **Assigned but informed.** This rung of the ladder marks the start of true participation. To be truly labeled as participatory it is important that:
   - The children understand the aims of the project.
   - They know who made the decisions concerning their involvement and why.
   - They have a meaningful (rather than "decorative") role.
   - They volunteer for the project after the project was made clear to them.

5. **Consulted and informed.** The project is designed and run by adults, but children understand the process and their opinions are treated seriously.

6. **Adult-initiated, shared decisions with children.** Though the projects at this level are initiated by adults, the decision making is shared with the young people.

7. **Child-initiated and -directed.** Children in their play conceive of and carry out complex projects. When the conditions are supportive, even very young children can work cooperatively in large groups.

8. **Child-initiated, shared decisions with adults.** Regrettably, projects like these, on the highest rung of the ladder of participation, are all too rare. This is not a result of the absence of a desire to be useful on the part of teenagers. Rather, it is the absence of caring adults attuned to the particular interests of young people.

LADDER OF PARTICIPATION

8. Child-initiated, shared decisions with adults

7. Child-initiated and -directed

6. Adult-initiated, shared decisions with children

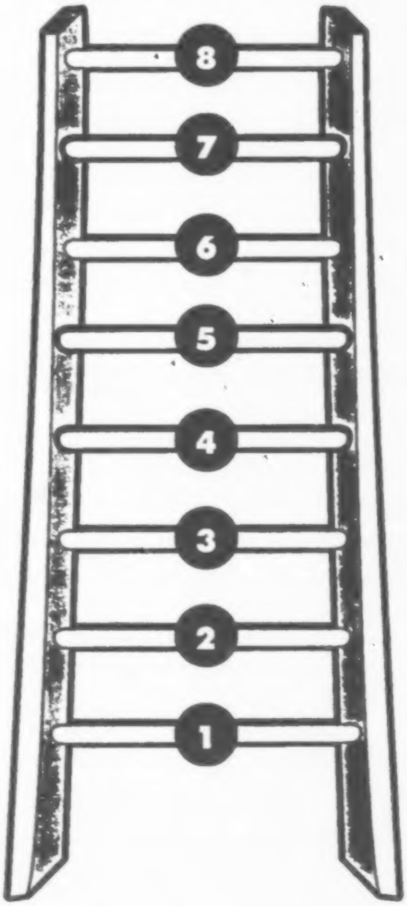
5. Consulted and informed

4. Assigned but informed

3. Tokenism

2. Decoration

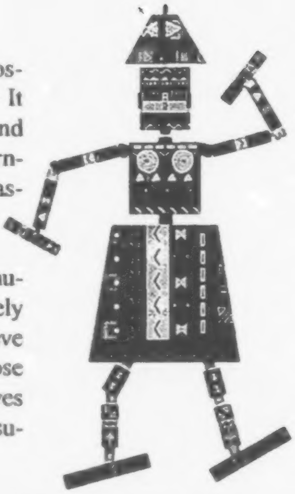
1. Manipulation



Note:
1-3 = Non-participation
4-8 = Degrees of participation

[Adapted by permission from ***Children's participation: from tokenism to citizenship. Innocenti Essays. No. 4.*** Roger A. Hart. UNICEF, New York, NY, 1992. Origin of the "Ladder of Participation" is an essay on adult participation by Sherry Arnstein, 1969.]

APPRECIATIVE INQUIRY AS AN ORGANIZATIONAL/COMMUNITY CHANGE PROCESS



Appreciative Inquiry (AI) is an approach to building capacity and fostering innovation within organizations, groups, and communities. It has been used successfully with a wide variety of organizations and groups within the United States and internationally, including government and non-government organizations, coalitions, communities, associations, and corporations.

Through Appreciative Inquiry, members of an organization or community focus on their past successes and existing strengths to collectively develop a common vision for the future and initiate action to achieve it. The art of appreciation is the art of discovering and valuing those factors that give life to an organization or group. The process involves interviewing and storytelling that draws on the best of the past to visualize and develop possibilities.

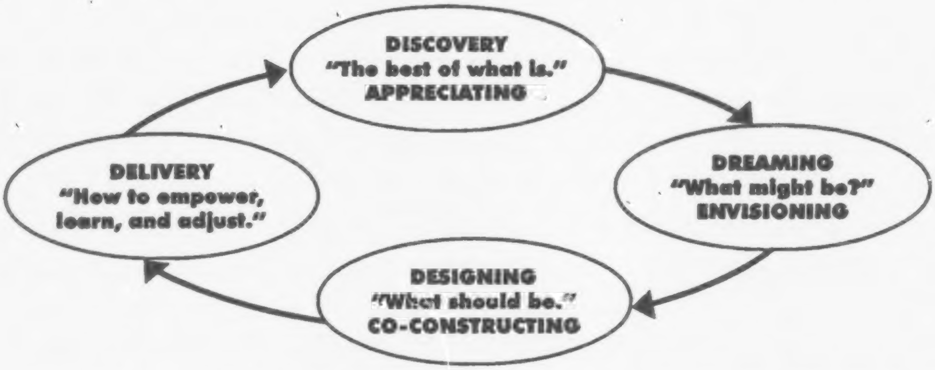
As a method of organizational development, Appreciative Inquiry differs from conventional managerial problem solving. In this problem-solving approach, the basic assumption seems to be that we can repair a human system much as we might repair a car or computer. If we fix the problems, the organization will succeed. In contrast, the underlying assumption of Appreciative Inquiry is that organizations are *solutions to be embraced.* As human systems are designed to be creative and innovative, organizations are full of solutions.

To lead an organization toward healthy change, AI uses a process called the **4-D Model**. Within that model there are four phases:

DISCOVERY	Determining what gives life to an organization; what is happening when the organization is at its best
DREAM	Imagining what might be; what the world is calling the organization to be
DESIGN	Setting up ways to create the ideal as articulated by the whole organization
DELIVERY	Establishing an ongoing and iterative process to carry out the design

The 4-D Model represents not some static solution, but rather a dynamic process of continuous change as illustrated in the following diagram.

THE 4-D PROCESS



As you read through the following description of the 4-D Process, think about how it may apply to your role as a change agent in your community. If you want to learn more about Appreciative Inquiry, see the Resource section at the end of this Toolkit for listings of several excellent references.

DISCOVERY — APPRECIATING

In the discovery phase, the important task is to appreciate the best of "what is" by focusing on times of excellence when people have experienced the organization as most alive and effective. People have to let go of analysis of deficits (such as needs assessment) and carefully inquire into and learn from even the smallest examples of high performance, success, and satisfaction. Using the interview guide (see box below), they tell stories about all the aspects of their organization: inspired leadership, helpful partnerships and networks, technologies that make work go more smoothly or facilitate better service, planning that encompasses new ideas and diverse people, opportunities to learn, and so on.

THE APPRECIATIVE INTERVIEW GUIDE

1. **Best experience.** Tell me about a time when you felt most alive, involved, fulfilled, and excited about your work.
    - What made it an exciting experience?
    - What was your role or contribution? Who else was involved and what were their roles?
    - What were the qualities that made it a positive experience?
2. **Values.**
    - What do you value about yourself? Your work?
    - What attracted you to this organization?
    - What are the energizing factors that you feel give life and meaning to your organization?
3. **Best practices and core values.**
    - What are your organization's best practices (the things it does well) and core values?
4. **Three wishes.**
    - If you had three wishes for your organization, what would they be?

[Interview questions excerpted with permission from ***Strategic Planning: An Inquiry Approach,*** CEDPA Training Series, Volume X. The Centre for Development and Population Activities (CEDPA), Washington, DC. 1999.]

World Vision — Community Capacity Building in West Tanzania

...We began with the Discovery step of the Appreciative Inquiry process by asking such questions as, "As a people of Kagera Region, what are you most proud of? Share some stories concerning your most valued traditions. What are your best practices in farming? Why have you been so successful in formal education and schooling? What core factors make life in Kagera possible?" At first the villagers stared at us wondering where our facilitation was leading. Then one teacher stood to say that the villagers have many problems. The children were dying of measles, the youth were dying of AIDS, the mothers did not have access to prenatal services, the fathers did not have enough money to pay school fees for their children, and the grandparents were left to care for the children whose parents had died of AIDS. Other villagers added more and more problems to the teacher's list. We listened to their stories attentively and sensitively. Then we asked them if anything was working in the community. We requested them to focus for a moment on what is present in the village, the assets, the capacities, the pride of its residents, the cooperative and institutional base of the community, not on what is absent, or on what is problematic, or on what the community needs. To our surprise, the mood changed to one of laughter and clapping once the villagers, one after another, started narrating the good news stories of the proud people of Kagera.

[Adapted by permission from the paper "Capacity-Building using the Appreciative Inquiry Approach: The experience of World Vision Tanzania." Dirk Bouy. 1998. Paper is included in *Appreciative Inquiry in Action: A Practitioner's Manual*. The Global Excellence in Management (GEM) Project, Washington, DC.]

Working through the discovery phase, people share stories of exceptional accomplishments and discuss best practices of the organization. The interview data will help the group locate, illuminate, and understand the distinctive strengths that give the organization life and vitality when it is functioning at its best.

DREAM — ENVISIONING THE FUTURE

In this phase, participants envision a preferred future for the group (an NGO, a cooperative, a school—whatever its composition). They engage in conversations about the group's potential, its mission, and the unique contribution it can make to people's well-being. For many, this will be the first time they have been invited to think great thoughts and create great possibilities. As the group imagines the future, they are grounded in the positive examples of the past. Like an artist's paintbrush, the stories of unique and joyful moments in the past create a vibrant image of the future.

Engaging in dreaming and visioning takes people beyond what they thought was possible. This is the time to wonder about the group's greatest potential. "Five years from now what are we doing that is exciting, and worthwhile?" Participants create statements in the present tense that describe the ideal future as if it were already happening. Sometimes it's helpful to prompt people with the phrase "what if" and then ask them to complete the sentence by stating a possibility. For example, "What if...we keep our clinic open during the hours most convenient to our clients?" One of the dreams might then be, "Our clinic services are accessible to our clients — we accommodate their work schedules and make it as easy as possible for them to use the clinic and its resources."

DESIGN —
CO-CONSTRUCTING/ALIGNING WITH THE IDEAL

During the design phase, the group members move from the image they have created together of their desired future and begin to design a "social architecture" that will support their shared dreams. This step requires careful consideration and dialogue on the part of all the group members about what the structure and processes of the organization will be. Possibilities are raised by the kinds of questions asked: What kind of leadership structure do we need and how do we want our leaders to act? What is our strategy for moving toward our shared vision? How can we organize ourselves to work together to get there? Who should be our partners in development? Are these strategies and processes congruent with the values reflected in our possibility statements?

DELIVERY — SUSTAINING

In the last phase of the 4-D cycle, the delivery phase, group members work together on an implementation strategy or action plan for moving forward in the immediate future. They make commitments and begin to take action. The emphasis is on becoming a "learning organization" in which all members are committed to continuous learning, adjustment, and innovation in support of their shared vision. The key to sustaining momentum is to build an "appreciative eye" into all the systems, procedures, and ways of working together.

The appreciative inquiry process does not end with this final stage. It is a continuous process of discovery, learning, and innovation.

[Adapted by permission from ***Appreciative Inquiry in Action: A Practitioner's Manual***. The Global Excellence in Management (GEM) Project, Washington, DC.]

> ***"If one is not in a hurry,***
> ***even an egg will start walking."***
>
> **— Ethiopian Proverb**

DIFFUSION OF INNOVATIONS

As a development worker, you will be actively involved in the "diffusion of innovations," such as communicating and promoting new practices and ideas. An understanding of the process of diffusion will give you insights into how to go about promoting new ideas and how to gauge the effectiveness of your activities over time. Here is a discussion of the basic theory.

Diffusion is the process by which an innovation is communicated through certain channels over time among the members of a social system.

An **innovation** is an idea, practice, or object that is perceived as new by an individual or group. It doesn't matter if the idea is really new—it could have already been around for years. If the idea **seems new** to the individual or group, it is an innovation. Once approximately 10-25% of the population has adopted an innovation, the adoption rate accelerates. In other words, the innovation "takes off." [The use of cell phones is one such example.]

People see innovations in a number of ways that influence how soon they adopt them.

1. **Relative advantage** is the degree to which an innovation is perceived as better than the idea or practice it supersedes. Relative advantage may be measured in terms of economics, social prestige, convenience, and/or satisfaction.

2. **Compatibility** is the degree to which an innovation is perceived as being consistent with the existing values, past experience, and needs of the potential adopters. An idea that is not compatible with the prevalent values and norms of a social system will not be adopted as rapidly as an innovation that is compatible. An example of an incompatible innovation is the encouragement of condom use for HIV prevention in Roman Catholic nations.

3. **Complexity** is the degree to which an innovation is perceived as difficult to understand and use. For example, in some water and sanitation projects, health workers tried to explain germ theory to villagers as a reason they should boil their drinking water. The villagers did not understand the theory as presented and did not adopt the practice.

4. **Trialability** is the degree to which an innovation can be experimented with on a limited basis. New ideas that can be tried on the installment plan will generally be adopted more quickly than innovations that are "all or nothing." For example, farmers will often try out a new crop variety by planting a small plot to see if it will work in the local environment.

5. **Observability** is the degree to which the results of an innovation are visible to others. The easier it is for people to see the results of an innovation, the more likely they are to adopt it. Such visibility stimulates peer discussion of a new idea. For example, one or two local artisans might adopt the innovation of staying open later on certain evenings to attract tourist groups; other artisans notice the new business traffic and begin to experiment with extended hours and services, too.

COMMUNICATION CHANNELS

Communication channels are the means by which messages get from one individual to another. Mass media channels are often the most efficient means to inform an audience about the existence of an innovation—that is, to create awareness. Mass media channels (radio, television, Internet, newspapers, and so on) enable a source of one or a few individuals to reach an audience of many. On the other hand, interpersonal channels are more effective in persuading an individual to adopt a new idea, especially if the interpersonal channels link two or more individuals who are near-peers. Interpersonal channels involve face-to-face exchange between two or more individuals.

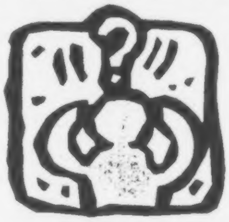
Results from studies show that most individuals do not evaluate an innovation on the basis of scientific studies. Instead, most people depend mainly upon the opinions and experiences of *other individuals like themselves* who have previously adopted the innovation.

THE INNOVATION DECISION PROCESS

There are five main steps in the adoption of an innovation:

1. Knowledge (the innovation exists)
2. Persuasion (a favorable attitude)
3. Decision (to try it)
4. Implementation (trying it)
5. Confirmation (permanent or long-term adoption of the innovation)

A sixth step, *discontinuance*, may occur. This is a later decision to reject the innovation that had previously been adopted.



REFLECTION QUESTION

Think about a time when you were persuaded or influenced to consider and adopt a new idea or practice. The innovation might have been to stop doing something (such as stop smoking), to start doing/using something (such as buy and start using a cell phone), or to make a significant change in a process (such as change your major in college, change your job or career). Once you have centered on a particular example of "change" in your life, analyze it for a few minutes:

- Who was involved in promoting the innovation? Who persuaded or influenced you? What about this person/these people made you want to listen and take action?
- What aspects about the proposed innovation made it appealing? Was it easy or difficult to adopt this change? Why?

BEST COPY AVAILABLE

ROLE OF OPINION LEADERS IN DIFFUSION OF INNOVATION

Every society has certain people who are influential in forming opinions. This is a type of informal leadership rather than a function of the individual's position or status in the system. Opinion leadership is earned and maintained by the individual's technical competence, social accessibility, and conformity to the system's norms. They can be quite crucial to a community's adopting or rejecting an innovation.

One of the most striking characteristics of opinion leaders is their unique and influential position in their system's communication structure: *they are at the center of interpersonal communication networks.* The opinion leader's interpersonal networks allow him or her to serve as a social model whose innovative behavior is imitated by many other members of the system. The influence and respect the opinion leader holds can be lost, however, as happens when the leader deviates too far from the norms of his or her system. There is research evidence that opinion leaders can be "worn out" by change agents who overuse them. Opinion leaders may be perceived by their peers as being too much like the change agents, and may therefore lose their credibility with their followers.

[Adapted with the permission of The Free Press, a division of Simon & Schuster, Inc., from ***Diffusion of Innovations*** by Everett M. Rogers. Copyright 1982, 1971, 1963 by the Free Press.]

> ***"We must be the change***
> ***we wish to see in the world."***
>
> — Mohandas Ghandi

BEST COPY AVAILABLE

STORIES FROM THE FIELD:

MADAGASCAR

When a Volunteer first wrote from her site she asked, "Who is my community?" She had been placed at a forest station that serves as a zoo and captive breeding center for endangered lemurs. While her job to assist with developing environmental education programs and materials was well defined, she wanted to do more with community development. The problem was that she was a long way from the closest village, with its market and community center. Her day-to-day contact was with the other people who worked and lived at the zoo. Well, she figured, I'll make them my community. The results turned into something much bigger than she ever imagined.

Located on a forestry station, Ivoloina Zoological Park is visited each year by thousands of Malagasy visitors. Zoo workers have the right to do a little farming there to produce some of their food needs. When she arrived, they mostly just grew rice. She asked around and found that there was a great interest from the park personnel in doing more with the small tracts of land they were given. The workers and their families worked with her to develop a project plan and proposal to train themselves in small animal production, beekeeping, agroforestry, and improved farming practices. In her last report she wrote "as of the end of September, all the houses have been built and populated with their respective chickens and ducks. Many of the local material hives already have bees in them.... There really is no other project like this going on in our area so I feel that the potential to pass this [information] on is high. I also feel like this is paving the way for Ivoloina to truly become a regional leader in conservation."

MALAWI

A knock at the door of my hut. I came to see who it was—a scout standing on my doorstep holding a homemade muzzle-loader gun. A water pipe as the barrel, a tree as the casing—the kind of weapon commonly used for poaching by local communities. Skipping the traditional greeting, I immediately asked, "Where did you get that?"

"A villager gave it to me, a member of the Natural Resource Committee we've been working with. They've been talking to the poachers, convincing them that the Wildlife Reserve is a good thing. One of the notorious poachers handed over his gun—he said he was finished poaching—and that this would prove it to the village and to the government."

Over the next eight months, 27 firearms were voluntarily handed over by local villagers to the Department of National Parks and Wildlife. An official "Handing Over Ceremony" was held on 5 August 1998, presided over by the Honorable Minister of Tourism, Parks, and Wildlife.

—A Parks and Wildlife Volunteer, Malawi

IDEAS AND ACTIVITIES FOR PRACTICING YOUR ROLE AS A CHANGE AGENT

PRACTICING PARTICIPATORY ANALYSIS TOOLS

PURPOSE

Because participatory analysis tools promote lively and oftentimes powerful conversations among participants, they require "facilitation finesse." Some Volunteers have tried to conduct participatory analysis in their communities without first adequately practicing the tools—the results have been dismal more often than not. You will do yourself and your community groups a big favor by practicing these techniques in "safe" situations until you feel comfortable with the process and smooth with the local language.

ACTIVITY

There are several ways to get practice time with these tools before you attempt them in your community. At the beginning of PST, you can practice the tools with other Trainees and trainers in English, in the host language, or using a "half-and-half approach." Later on, when your language skills are stronger, you can practice the activities with your host family and/or other "safe" groups in the training community.

Once at your site, you can invite someone who already has experience (another Volunteer, an NGO leader, your Program Manager, or others) to co-facilitate with you in your first real participatory analysis workshop with the community. Or conversely, you might ask if you can attend and assist at one of their workshops where they are using some of the tools.

Here are a few specific ideas to get you started:

COMMUNITY MAPPING TOOL

See the *Toolkit: Volunteer as Learner* for ideas on practicing this tool.

DAILY ACTIVITIES SCHEDULES

Practice this tool by shadowing members of your host family during training. Draft what you think their daily activities involve and ask them to check and correct your work. If your language skills are developed enough, ask them some questions about their roles and responsibilities, and what they wish they could change.

SEASONAL CALENDAR

There are several options for practicing this tool, depending on your language skill:

- Make a seasonal calendar with your language trainers, asking them to play themselves, or assume the roles of local community members.
- Make a calendar with a group of Volunteers who work in the same technical program or with your program manager.
- Team with other Trainees, Volunteers, or Counterparts who have strong language skills and practice the seasonal calendar with a local support group or club that has some familiarity with participatory activities.

INSTITUTIONAL (VENN) DIAGRAMS

In language class, make a Venn diagram of your own community, neighborhood, or school back in the U.S. Share your diagrams with one another and analyze them for common elements and interesting differences.

Ask your trainers to help you organize a small group of local community members to do a Venn diagram with you and your Trainee teammates. Ask your language instructor to help you formulate the instructions for creating the diagram and some "safe" questions for the analysis part of the activity. Use your language resources wisely—have the Trainees with the strongest language skills lead the discussion portion of the activity.

A final reminder: When you are ready to facilitate participatory analysis tools and activities in your community, remember that the *process is as important as the outcome* or the products. Let community members build the maps and diagrams themselves, give them opportunities to share their ideas and opinions with one another, pose questions that help them think critically about their roles and resources, listen for their desires and aspirations, and learn from them.

Having a Conversation about Leadership

Consider the set of questions listed below. First, think about your own individual views about "leadership," then sit around with a few of your American friends (fellow Trainees or Volunteers) and have a conversation about the theme. After that, pose some of these same questions to your host family or other friends in the local community and listen to what they say about "leadership."

- What are the *qualities* of a good leader—that is, what kind of a person is a good leader?
- What are the *functions* of a leader—that is, what does a leader *do*?
- What are the benefits of playing a leadership role in groups?
- What are the stresses connected to being a leader?
- What kind of support do people in a leadership capacity need from others?
- Who in history or in your life has been a good leader in your opinion? Why do you think so?

TALKING TO CHANGE AGENTS IN YOUR COMMUNITY

PURPOSE

To learn how change agents work in the local community

ACTIVITY

If you are in PST, solicit the help of your trainers to arrange a meeting with someone in the local community who is considered to be an agent of change. If you are a Volunteer living in your site, ask your supervisor, Counterpart, or friends to help you identify some of these people. Examples of change agents might include:

- A schoolteacher known to be dynamic and active in the community
- A school director who works with parents in formal and informal ways
- A local farmer who has been the "first" to try new agricultural/conservation practices and shares his/her experiences with other community members
- A mother who has organized the women in her neighborhood to form a support group
- An entrepreneur who models successful business practices

Paying attention to local protocol, have an interview with the change agent. Here are a few questions you might use to get the conversation started—adapt them and add your own:

- Are you familiar with the term "agent of change"? What does it mean to you?
- How do you engage people in new activities and promote new ideas to people in the community? (Can you please describe one or two specific experiences?)
- What are some of the cultural norms or rules that encourage or inhibit change?
- What are some factors (from inside or outside the community) that are currently influencing people to consider certain changes?

Once you have conducted your interview, share your perceptions and insights with fellow Trainees, trainers, Volunteers, or Counterparts. If possible and desirable, spend more time with the change agent to gain a better understanding of his or her activities and relationships in the community.

CONDUCTING A CAPACITY INVENTORY

PURPOSE

To get experience with inventorying individual capacity among members of the training group and/or local community; to use the inventory to imagine or suggest possible linkages between people and/or institutions

ACTIVITY

This practice activity can be done in PST in collaboration with members of your language or technical sector groups, or it can be adapted for an IST setting.

1. With your colleagues, make a list of all the potential skills and knowledge areas that you think may exist in the local community. Consider these four categories as you create your list:

- **Survival** skills/knowledge (preparing food, repairing houses, gathering water and firewood, managing multiple tasks, budgeting and managing money, and so on)
- **Social** skills/knowledge (about rituals/traditional ceremonies, storytelling, and other matters)
- **Work** skills/knowledge (performing trades, teaching, planning, providing services to others)
- **Leisure** skills/knowledge (playing soccer, dancing, and so on)

2. Once you have listed and organized as many of the different skills/knowledge as you can think of, use the list to conduct an informal survey with your host families. Ask different members in your family which skills/expertise they have. Ask them what other skills and knowledge they have that are not on your list, and add these items to your survey.

3. Back in your training class, share your information with your colleagues. In as orderly a fashion as possible, put all of the information on the wall so you can see and study it.

4. Do an inventory of your own capacities (yours and your colleagues') and add these skills to the list on the wall.

5. Study the "capacity bank" you have created from the inventory. Based on the resources you see, try to imagine some creative linkages between individuals, between individuals and institutions, and between institutions. Also consider the goals of your technical sector Project—are there linkages and activities that "suggest themselves"? Visualize your ideas through diagrams or drawings.

COMMUNICATING TO PERSUADE OR INFLUENCE

PURPOSE

To practice communicating about a new idea or behavior change in a way that respects and builds on local cultural beliefs, values, and norms

ACTIVITY

1. Select an issue area that is of interest to you and to at least some people in your community. The issue may or may not relate to your technical Project. Examples of issues might be:
   - more educational opportunities for girls
   - condom use for HIV/AIDS prevention
   - teen pregnancy prevention
   - alternative fuel sources (vs. depleting local forests or swamps)
   - alternative credit sources for residents in poor urban neighborhoods

2. Write down your own understanding and views of this issue: What do *you* think people should start or stop doing that would bring about a desired change? Why? What are some of the consequences of making or not making the change? How do your beliefs and values influence your position on this issue?

3. Conduct a cultural assessment of the issue or topic. Talk objectively to several different types of people in the community to learn about their perceptions of the issue. (The idea here is to learn what they think about the issue, *not* to convince them about your viewpoint.) If your issue or topic is a particularly sensitive one, talk to those people with whom you've already built some trust (host family members, language trainers, your Counterpart's family, and others). Try to listen for the cultural beliefs and values that may be at the core of people's opinions.

4. After your conversations with community members, compare your view of the issue with theirs. If you are doing this exercise with others in your training group, share what you have learned and ask your colleagues for additional insights that you may not easily see.

5. Using your analysis of the data, compose a message about the issue that promotes the new idea, practice, or desired change in a way that takes into account the cultural and community context.

6. Present your message to your colleagues, trainers, and/or friends and ask them for feedback. (Do as much of this whole exercise as possible in the local language.)

YOUTH PARTICIPATION AND YOUR PEACE CORPS PROJECT

PURPOSE

To explore the potential for participation by youth and children in your Peace Corps Project activities

ACTIVITY

There are several possible ways to assess the potential for youth participation in your Project. First, read *Youth Capacity Building Best Practices* and *Ladder of Participation* in this Toolkit. Then, review the Project Plan for your technical assignment area and identify what it specifically says or implies about youth participation in the Project activities:

- Does the Project design recognize young people as valuable community resources? How? (Give examples.)
- Based on your understanding, where would you place this Project on the Ladder of Participation?
- What are the strategies for meaningful involvement of young people or children? How will this Project build young people's capacity?
- What are some additional ideas you have about the roles that youth could play in this Project?

Discuss your findings and ideas with your colleagues, your APCD, other Volunteers, and Counterparts.

NOTE: You may apply these same assessment questions to focus on women's participation and capacity building.

As a complementary activity, invite several young people (girls and boys) in the local community to participate in a simple focus-group discussion. Ask them a series of questions that will help you find out what they know about the themes or issues addressed in the Project, what their interest in the Project might be, and how they would like to be involved. Allow everyone to express his or her own views, if necessary separating the young people into girls' and boys' groups. After the focus discussion, meet again with your colleagues and trainers to discuss what you learned. ***[NOTE: If you are doing this inquiry activity in your PST host community, you and your trainers should be prepared to follow up with the young people assuming they express a positive interest in your Project. Do small activities that will get them engaged and help them link with others in the local area who are also working in your sector. In short, don't raise their expectations about involvement in a project and then leave them hanging.]***

Still another activity is to invite several current Volunteers who have had successful experiences with youth involvement to come to PST and share best practices and lessons learned from their work.

Once you've assessed the Project design and heard from youth representatives and serving Volunteers, craft a set of recommendations for youth participation in your Project and technical sector activities. Show the recommendations to your APCD and get his or her feedback.

CASE STUDY OF ONE VOLUNTEER'S EXPERIENCE WITH COMMUNITY ORGANIZING AND CHANGE

PURPOSE

To identify key decisions and/or actions on the part of the Volunteer that contributed to the community's success in reaching its goals and building its capacity

ACTIVITY

Read the following case study. As you go, highlight the points in the story where the Volunteer and the women's group made decisions that were key to the success of the non-formal education program. Use the questions listed below to guide your analysis. Discuss your perceptions with your trainers and colleagues.

Questions for reflection and discussion

- What did Mark do to build a relationship with the women's group and the larger community?
- Was Mark using an asset-based or deficits-based approach in his work here? Please explain your answer.
- What were the elements of capacity building in this project?
- What did Mark NOT do that contributed to the project's success?
- Do you view this project as part of Mark's overall job of coordinating the non-formal education activities? Explain your answer.
- How would you characterize Mark in terms of risk taking?
- What would you have done differently along the way?
- If you were Mark, what would you do next with the women's group and/or with the assignment of "coordinating non-formal activities"?

MARK'S CASE

Mark was assigned to work at the *Los Encuentros* Education Center in a poor neighborhood on the outskirts of a town in Panama. The Center housed both a secondary school and non-formal education facilities for adults. The formal school and the non-formal program were supposed to share facilities such as sewing rooms, carpentry equipment, and gardens. Mark's job was to coordinate the non-formal education activities.

Upon his arrival, Mark found that the common space was not being shared as he had thought. The non-formal education program, made up predominantly of women, had been relegated to three small offices. The formal school had expanded to serve twice as many students as originally projected. Space was so scarce that many of the non-formal activities had been abandoned and the office Mark had been promised was in a closet. There was no hope of ever getting back the use of the common rooms because student enrollment in the formal school was increasing. The women said they understood and would rather their children have the space.

Mark surveyed the situation at hand. The women had organized themselves into a group to sew and sell school uniforms, and their greatest concern seemed to be making enough money to pay for their children's fees. As Mark discussed issues informally with the women and observed their work, he realized that they needed proper working space for the sewing project. He suggested they call a community meeting to discuss the need for more space.

At this meeting, someone proposed the idea of constructing a building for the women. Everyone—the mayor, community elders, and the women themselves—thought this was a great idea. At the end of the meeting, everyone was saying, "If Mark can get us a building, we will have something to remember him for."

Mark was distraught by the response. He knew that through Save the Children and other development organizations, he could only get funds to cover materials, not labor. He met with the women's group and explained the situation, but they told him that they did not know how to build and urged him to find money to pay a builder. Mark began looking for additional funding when an idea occurred to him: why not train the women to build by constructing their own building? Not only would they have room for the activities they considered important, they would have learned new skills as well.

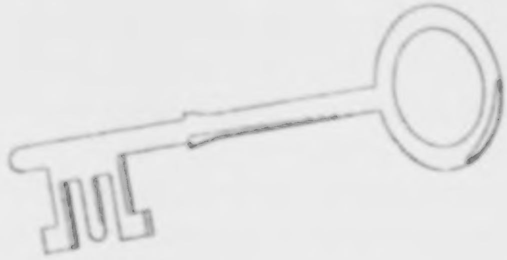
Mark got the Director of Housing in the Ministry of Natural Resources to agree to back the project. The Director's only demand was that the group experiment with a new type of construction technology that used "soil-cement bricks." He told Mark that he would assign a construction supervisor to train the women while they built.

Mark called a meeting to discuss this idea with the women. They were very reluctant, for it was time to harvest their corn (maize), and besides, they did not think they could construct the building themselves. They discussed the pros and cons of the idea for a long time. Mark tried to be encouraging, but resisted the women's attempts to give him the major responsibility for the project. Finally, the women made the decision to try, even though it was something that had never been done in their village before.

Mark's main worry was that as the work progressed, the women's other family activities might pull them away from the project. He was careful to get everyone to agree that enough of the group would actually show up each day during the five-week construction period. When everyone was sure they were ready to carry out their plan, Mark and the chairperson of the women's group went to the capital to sign an agreement with the Ministry of Natural Resources.

During the first month, Mark helped the women make plans and preparations for the construction. They found accommodations for the construction supervisor and an assistant. The women pressed the soil-cement bricks with a machine borrowed from the Ministry of Education. When construction finally began, the small community had become so excited about the project that over 30 people were involved.

Early each morning, Mark and the construction supervisor would mix the mortar so that construction could begin promptly at 8:00 a.m. The community members did all of the bricklaying. Even the weather seemed to cooperate—it rained only once during the five weeks. When the building was completed right on schedule five weeks later, the women were very pleased with their efforts. They called the new structure "our building" and had a party to celebrate.



KEY RESOURCES FOR MORE INFORMATION AND INSIGHT

Building Communities From the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. John P. Kretzmann and John L. McKnight. (ACTA Publications, Chicago, IL). 1993. [ICE CD051]

Children's Participation: Theory and Practice of Involving Young Citizens in Community Development and Environmental Care. Roger A. Hart. (UNICEF, New York, NY). 1997. [ICE YD029]

Collaboration Handbook: Creating, Sustaining and Enjoying the Journey. Michael Winer and Karen Ray. (Wilder Foundation, St. Paul, MN). 1996. [ICE CD053]

Community Building: What Makes It Work? A Review of Factors Influencing Successful Community Building. Paul Mattessich and Barbara Monsey. (Wilder Foundation, St. Paul, MN). 1992. [ICE CD052]

No Short Cuts: A Starter Resource Book for Women's Group Field Workers. Nicky May and Mia Hyun. (Change International, London, England). 1992. [ICE WD119]

Networking for Development. Paul Starkey. (International Forum for Rural Transport and Development, IRTD). 1997. [ICE CD055]

PACA: Participatory Analysis for Community Action. (Peace Corps, Washington, DC). 1996. [ICE M0053]

Participatory Rural Appraisal Handbook: Conducting PRAs in Kenya. (World Resources Institute, Washington, DC). 1992. [ICE AG258]

Participatory Rural Appraisal and Planning Workbook. Daniel Selener, Nelly Endara, and Jose Carvajal. (International Institute of Rural Reconstruction, New York, NY). 1999.

Power, Process and Participation – Tools for Change. Edited by Rachael Slocum, Loir Wichart, Dianne Rocheleau, and Barbara Thomas-Slayter. (Intermediate Technology Publications, Ltd., London, UK). 1995. [ICE TR108]

Promoting Powerful People. (Peace Corps, Washington, DC). 2000. [ICE T0104]

RRA Notes Number 21: Special Issue on Participatory Tools and Methods in Urban Areas. Sustainable Agriculture Programme (International Institute for Environment and Development, IIED, London, UK). 1994. [ICE WS119]

The Thin Book of Appreciative Inquiry. Sue Hammond. (Kodiak Consulting, Plano, TX). 1998. [ICE TR110]

3

**Capacity Building
Toolkit**

THE VOLUNTEER AS
CO-TRAINER

THE ROLES OF THE VOLUNTEER IN DEVELOPMENT

Capacity Building Toolkit 3

VOLUNTEER AS CO-TRAINER

IN THIS TOOLKIT

KSA Matrix and Learning Plan 3
What Is a Co-Trainer? 3

MODELS, CONCEPTS, AND CASES 5

Principles of Adult Learning 5
Why Co-Training Is Harder and Better Than [Just] Training 7
Creating an Effective Partnership Between Trainers and Participants 9
Ways to Reach and Train 10
Key Training Methods 11
The Role of the Trainer in Experiential Learning 19
Template for a Session Design 23
Let's Get Thawed: Icebreaker and Warm-Up Activities 24
Seven Steps for Planning a Workshop 26
Stories from the Field: Kenya 28

IDEAS AND ACTIVITIES FOR PRACTICING THE CO-TRAINER ROLE 29

Indigenous Knowledge:
Who Are the Trainers and Teachers in the Community? 29
Interviewing a Colleague about a Learning Experience 31
Learning to Sail – Individual Learning Styles 33
Assessing Learners and Setting Learning Goals 35
Kate's Dilemma 38
Group Dialogue on Axioms of Non-formal Education 39
Each One Teach One 41
Facilitation Skill Practice 42
Opening Exercises – Practicing on Your Own PST Training Group 43

Framing Issues as Stories, Case Studies, or Critical Incidents 44
Evaluation of Learning: How Do We Know They Know What We Taught? 45
Planning and Conducting a Mini-Workshop in the Community 46
Skill Inventory for Trainers 48

KEY RESOURCES FOR MORE INFORMATION AND INSIGHT 50

Learning How to Learn

> *"If you give a man a fish, he will have a single meal.*
> *If you teach him how to fish, he will eat all his life."*
>
> — Kuan Tzu, Chinese Poet

VOLUNTEER AS CO-TRAINER

KSA MATRIX AND LEARNING PLAN

CO-TRAINER ROLE	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, skills, and attitudes (KSAs) you need for this role	Technical content; adult learning principles; non-formal educational theory and methods; training design process	Technical skills; presentation skills (organizing and presenting information, using visual aids, etc.); facilitation skills (listening, questioning, encouraging, summarizing); leading participatory training activities; session planning	Confidence to apply technical knowledge and skills; enthusiasm for subject; flexibility and adaptability in relation to learners' needs; ability to receive and use feedback from learners
Your initiatives to learn more **(Make a plan)**	What knowledge you still need and where to find it: – – – – –	Skills you need to gain or improve and how you might work on further skill development: – – – – –	Things that will help you change any attitudes that will hinder your role: – – – – –

WHAT IS A CO-TRAINER?

A trainer is someone who guides a learner or group of learners through a learning process. In the Peace Corps, Volunteers often team with their Counterparts or perhaps one or more leaders from the learning group to work as **co-trainers**. Together, they assess the needs of the learners, and then design participatory activities that help participants acquire the new knowledge and skills they want. In our context here, learners may be anyone—neighborhood children, local NGO leaders, a teachers' association, nurses at the local health clinic, and so forth. Co-trainers establish partnerships with their learners, partnerships through which people discover their own strengths, develop critical thinking skills, and together play a more effective role in managing their environment.

The role of the Volunteer as a co-trainer is similar to but not the same as the role of a community co-facilitator. For capacity-building purposes, we make the distinction between the two roles as follows: a co-trainer addresses specific requests from individuals or groups for new knowledge and skills relevant to their goals and pursuits. On the other hand, a co-facilitator helps groups identify and discuss goals and challenges, make decisions, and carry out tasks that will positively affect their well-being. Obviously, trainer and facilitator skills overlap, but since these two roles are so critical to the work of most Volunteers, we believe each one warrants its own toolkit. If you plan to do a lot of training and group facilitation, we recommend you study and use both of these toolkits.

We also make a distinction here between "training" and "teaching." The knowledge, skills, and attitudes emphasized in this chapter are related more to non-formal education situations than to a formal classroom or school context. If you are an education sector Volunteer, you will find these readings and activities most helpful in preparing yourself to plan and conduct in-service workshops with teachers or non-classroom activities with students.

No matter what sector or program you work in, consider the merits of co-training versus leading alone. Carefully study "Why Co-Training Is Harder and Better Than Training" in this Toolkit and discuss the issues it raises with your peers, Counterparts, trainers, and/or APCD.

EXAMPLES OF THE CO-TRAINER ROLE

1

Lee, a National Parks Management Volunteer, was asked by her director to train park personnel to design and give interpretive talks to park visitors. During her two months at site, Lee had noticed a particular staff member, Ivan, who loved to mingle with park visitors, answer their questions, and offer impromptu stories from his experiences around the park. Since Ivan seemed to have natural gifts as a "park interpreter," Lee asked him to team with her to lead the workshop. At first Ivan declined the invitation, saying he had no formal preparation, but Lee convinced him by pointing out their respective skills and underscoring how their strengths would complement one another. Lee also discovered she had to do substantial convincing to get the director's permission to involve Ivan. During the actual workshop, Lee and Ivan worked smoothly as a team. At first, some of the participants were jealous of Ivan in his leadership role, but their attitude changed to one of respect when they began to practice the skills of presentation and realized it wasn't as easy as it looked. Through their collaboration on the workshop, Ivan and Lee began a partnership that flourished until Ivan was transferred to another national park about a year later.

2

Maggie, a Volunteer who works with a local NGO, was approached by several members of the staff and asked to do a series of management training sessions (including such topics and skills as interpersonal communication, running effective meetings, conflict management, planning, and others.) Although she had a background in management and had done this type of training extensively in the United States, Maggie was well aware that culture plays a huge role in any communication-related topic and that she would need her colleagues' help to adapt the concepts and methods appropriately. She explained her reservations to the NGO staff and suggested that they select several people from the group to co-train with her, a different person for each of the sessions. Maggie told the group that the team approach to training would require more time, energy, and patience on everyone's part, but that the experience gained would be well worth the effort. During the ensuing weeks, only two of the five people selected showed any real interest in working with her on the project. At first Maggie was frustrated, but soon she realized that the two who were involved were proving to be creative and dedicated trainers. Over the course of the five sessions, Maggie took on an increasingly "backseat" role, such that by the fifth workshop, she was serving mostly as a resource to her colleagues.

Capacity Building Toolkit 3

MODELS, CONCEPTS, AND CASES

PRINCIPLES OF ADULT LEARNING

Malcolm Knowles, one of the great teachers on adult learning or *androgogy*, identified several ways in which adults differ from children in their learning patterns. For example, adults have more life experience than children do and as such they have more examples and parallels to draw upon as they learn. They have a clearer self-concept in terms of knowing what skills they already have, what new skills or knowledge they want to acquire, and when they feel ready for the new learning. Most adults want to be able to practice or apply what they are learning to their real world. These sorts of learning patterns imply certain guidelines for constructing effective training for adults. When designing workshops for adults (including young people of approximately 13 years or older), consider the following principles:

Definition of Training

A structured learning process that enables participants to acquire (or enhance) knowledge, skills, and/or attitudes relevant to their personal lives and work.

Adult learning occurs best when it:

☐ **Is self-directed**
Adults can share responsibility for their own learning because they know their own needs.

☐ **Fills an immediate need**
Motivation to learn is highest when it meets the immediate needs of the learner.

☐ **Is participatory**
Participation in the learning process is active, not passive.

☐ **Is experiential**
The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.

☐ **Is reflective**
Maximum learning from a particular experience occurs when a person takes the time to reflect back on it, draw conclusions, and derive principles for application to similar experiences in the future.

☐ **Provides feedback**
Learners want to know when they have learned something well and when they may need to improve or practice a skill or concept more.

☐ **Shows respect for the learner**
Mutual respect and trust between trainer and learner help the learning process.

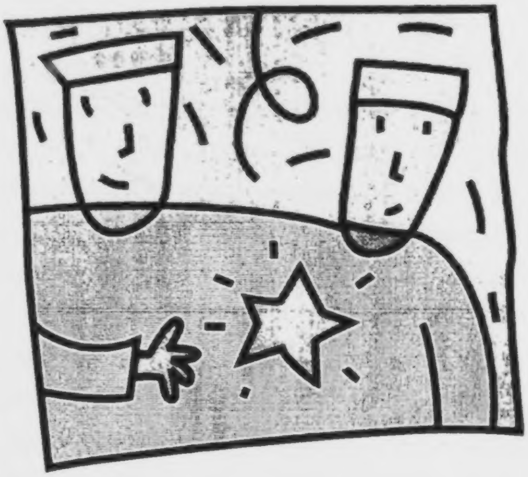
☐ **Provides a safe atmosphere**
A cheerful, relaxed person learns more easily than one who is fearful, embarrassed, or angry.

☐ **Occurs in a comfortable environment**
A person who is hungry, tired, cold, ill, or otherwise physically uncomfortable cannot learn with maximum effectiveness.

[Adapted with permission from *Training Trainers for Development*, p. 11. CEDPA. 1995 (ICE TR111) and with permission from *The Adult Learner: A Neglected Species/Fourth Edition*, pp. 54-65. Malcolm S. Knowles. Gulf Publishing, Houston, TX. 1990.]

> *“Adults remember —*
> *20% of what they hear;*
> *40% of what they both hear and see;*
> *80% of what they do.”*
> — Malcolm Knowles

WHY CO-TRAINING IS HARDER AND BETTER THAN [JUST] TRAINING



As a Peace Corps Volunteer, you will have innumerable opportunities to co-train with others (Counterparts, other community members, fellow Volunteers, and so on) during the course of your service. Co-training is more than just two people taking turns presenting material and leading discussions during a workshop. It is two people integrating their skills and experience to jointly design and conduct the session or workshop. Co-training creates a synergy that produces a better result than if training were delivered by a single individual. In a cross-cultural context, co-training takes on an even higher value: For example, you may have current technical information and your co-trainer may have ideas about how to frame the technical information or message using local terms and analogies. It is important to note that while co-trainers may have differences in skills and expertise, this approach is not meant to suggest differences in status between the trainers. Rather **it is a means to build the capacity of both people.**

The co-training approach has several advantages. Most notably it can ease the burden placed upon a sole trainer, reduce the possibility of fatigue and burnout by allowing for sharing of responsibility and workload, enhance the quality of interaction with workshop participants, allow for greater stimulation and variety in the conduct of training, and make it possible to adjust training sessions efficiently and rapidly. However, while co-training has significant benefits, it is by no means a simple undertaking. It requires more time of trainers for planning and debriefing sessions; it can be confusing for workshop participants if the trainers have very different or conflicting perspectives on the subject matter; and trainers can intervene too frequently in the session, sometimes competing for the limited time available.

To prepare effectively for co-training, there are some important reflective steps you can take individually and with your co-trainer:

- Identify your assumptions about adult learning that inform your approach to training.
- Share your expectations (both negative and positive) about the upcoming session or workshop.

- Assess your respective strengths and weaknesses regarding training in general and co-training situations more specifically.

- Clarify what each of your roles will be during the workshop.

- Agree on appropriate ways to intervene during the training session (i.e., how you will handle difficult participants, interruptions, and so forth).

- Debrief with each other at the end of the workshop or every evening if the training course runs for more than a day. (For example: How well is training meeting the goals? What seems to be working or not working in the design? What adjustments seem appropriate? How effectively are we working as co-trainers?)

To be effective, co-training requires a high degree of commitment and coordination. When it works, both trainers and participants will feel rewarded. When it doesn't, the result can be uncomfortable for trainers and less than helpful for participants. Critical to the success of the co-trained workshop will be your individual preparation and the time you and your co-trainers spend jointly reviewing the workshop design; determining how you will accommodate differences in style, expertise and skills; and sharing feedback with one another at regular intervals. The steps described above and the questions at the end of this reading are intended to facilitate the preparation process. We encourage you and your co-trainer to make the time needed for this planning and preparation process to ensure effective delivery of your session.

QUESTIONS FOR CO-TRAINING PREPARATION

Complete these phrases for yourself, then sit down with your co-trainer and share responses. Use your reflections to open a dialogue on how to have a successful co-training experience.

1. The best thing that could happen in the upcoming workshop is....

2. The worst thing that could happen....

3. Some things I do well in a co-training situation are.... (skills, strong points)

4. Some problems I've had with co-training are.... (weak areas to get help on)

5. My expectations for the workshop that I will be co-training are....

[Adapted with permission from *A Guide to Co-Training*. Training Resources Group. Alexandria, VA]

CREATING AN EFFECTIVE PARTNERSHIP BETWEEN TRAINERS AND PARTICIPANTS

- Continue to ask yourself and your co-trainer "How can we maximize involvement and exchange among the participants while diminishing our roles as leaders?"

- Remember that an important overall aspect of the training will be to help the participants increase their self-confidence and feeling of self-worth.
- Encourage others to express their ideas.
- Encourage people to *accept* each other's ideas, experiences, and feelings.
- Try not to talk too much. Let the participants do most of the talking.
- Be willing to share leadership and actually give over the leadership to the participants whenever you can and whenever they are ready to accept it.
- Evaluate *often*. Even a simple "what was most helpful and what was least helpful" at the end of a session, or day, can be beneficial to all.
- Set time limits for small groups and *encourage* them to stick to the limits. This will help them to learn to accomplish goals within a time frame and to set priorities.
- Don't feel you and your co-trainer must have all the answers. Much is to be gained when the participants must work on issues/challenges and find their own alternatives or "solutions."
- Be prepared and well organized.
- Try to make the physical training environment as comfortable as possible. Is the training area well ventilated? Reasonably clean? Is there adequate space for everyone? Are there enough chairs, stools, floor, or ground space?
- Remember that the process as well as the goal is important. Are people enjoying themselves? Are they trying to deal with differences in a positive way? Are they changing? Growing?
- Above all, remember to treat each other with RESPECT. We all need to receive it and we can all give it.

[Adapted with permission from ***Navamanga: Training Activities for Group Building, Health, and Income Generation***, p. 18. Dian Selsar Svendsen and Sujatha Wijetilleke. UNIFEM/OEF International. 1986. (ICE WD006)]

WAYS TO REACH AND TRAIN

The following checklist includes various techniques or methods that are common to participatory training programs. Perhaps you can use some of these ideas to build your own training activities. Remember though, first decide *what* and *why* you want to communicate through the training activity, then decide *how* you will reach your goal.

Various forms of drama or "acting out" help de-personalize a sensitive situation:

- Puppet plays
- Role plays
- Dramas or skits
- Pantomimes
- Flannel board and flannel figures

Looking at a separate but similar situation encourages participants to reflect on and discuss their own situations:

- Stories read aloud
- Pictures
- Story cards/picture cards
- Case studies

Methods for gaining a better understanding of oneself and sharing ideas with others:

- Individual reflection
- Small and large group discussions
- Meeting in twos or threes
- Interviewing each other

Ways to gain firsthand experience or insight:

- Field visits
- Practical demonstrations or actual experience (e.g., mixing a rehydration drink or leading a meeting)
- Observation/community survey

Ideas for discovering participants' information needs:

- Interviews, questionnaires, or quizzes
- Puppets and other drama forms
- Small group expectation exercises

In addition to these techniques or methods, you can create new ones by combining two or more and adapting any to meet your culture, needs, and learner group.

[Adapted with permission from ***Navamanga: Training Activities for Group Building, Health, and Income Generation***, p. 19. Dian Selsar Svendsen and Sujatha Wijetilleke. OEF International. 1986. (ICE WD006)]

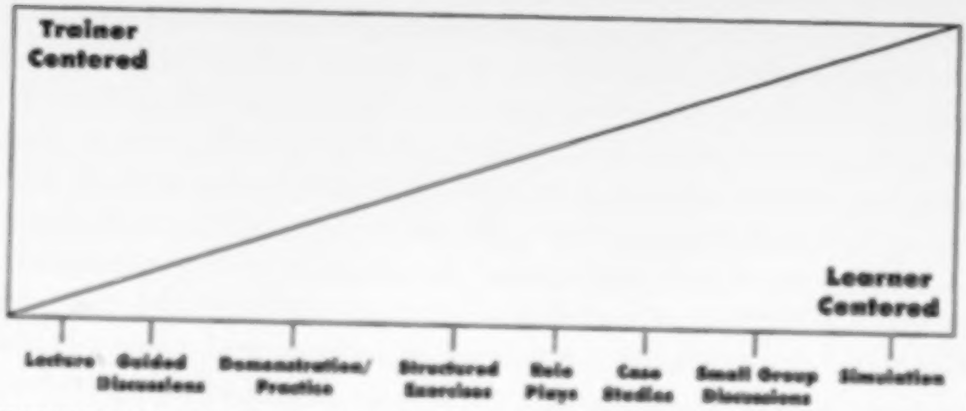
KEY TRAINING METHODS

When you are designing training sessions, workshops, or programs, select participatory methods that are appropriate to the kind of learning you are hoping to achieve. Do the participants need knowledge or information about the topics? Do they need to practice and build skills? Is attitude development an important goal of your workshop? Use the chart below to help you match the type of learning with appropriate activities or methods. On the next few pages, you will find in-depth descriptions of six "classic" training methods. In addition, the Resources section of this Toolkit lists other excellent books and how-to manuals for building your repertoire of training methods.

KINDS OF LEARNING	**TRAINING ACTIVITIES/METHODS**
Knowledge, Facts, Information, Ideas	Lectures/presentations, readings, video, brainstorming, inventories, tests, on-site program tours, guided observation, information gathering tasks, panel discussions, storytelling, individual worksheets, games to reinforce learning, and so forth
Skills (manual, planning, and so on)	On-the-job training, live or video demonstrations followed by practice, case study, games, simulations (to assess skills at beginning of training or apply skills later on), problem-solving tasks, design tasks by individuals or teams, action plans, role play, mental imagery, puzzles, and so forth
Attitudes, Feelings	Role play, group discussion, debates, video or skits followed by discussion, individual reflection, socio-dramas, modeling, values clarification exercises, rating exercises, self-assessments, interviews, mental imagery, observation with discussion, critical incidents, learning contracts, and so forth

> *Humor in training:*
> *No laughter, no learning.*
>
> — Jane Vella,
> American Educator

TRAINING METHODS CONTINUUM


Trainer Centered
Learner Centered
Lecture
Guided Discussions
Demonstration/ Practice
Structured Exercises
Role Plays
Case Studies
Small Group Discussions
Simulation

[Adapted with permission from *Training Trainers for Development*. The Centre for Development and Population Activities (CEDPA), Washington, DC. 1995. (ICE TR111)]

KEY TRAINING METHODS: PRESENTATION

DESCRIPTION

A presentation is an activity to convey information, theories, or principles. Forms of presentations can range from straight lecture to some involvement of the learner through questions and discussion. Presentations depend more on the trainer for content than does any other training technique.

USES

- To introduce participants to a new subject
- To provide an overview or a synthesis
- To convey facts, statistics
- To address a large group

ADVANTAGES

- Covers a lot of material in a short time
- Can be adapted to any kind of learner
- The lecturer has more control than in other situations
- Useful for large groups
- Can precede more practical training techniques

THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A LECTURE

- Emphasizes one-way communication
- Is not experiential in approach
- Lecturer needs public speaking skills to be an effective presenter
- Learner retention is not as great unless it is followed up with a more practical technique
- A presentation is common in formal situations
- Learner's role is passive
- Inappropriate for changing behavior or for learning skills

PROCESS

1. Introduce the topic—tell the learners what you're going to tell them.
2. Tell them what you want to tell them—resent the material using visual aids.
3. Summarize the key points you've made—tell the learners what you've told them.
4. Invite the learners to ask questions.

[Adapted with permission from *Training Trainers for Development*, The Centre for Development and Population Activities (CEDPA). 1995. (ICE TR111)]

KEY TRAINING METHODS: DEMONSTRATION

DESCRIPTION

A demonstration is a presentation of a method for doing something.

USES

- To teach a specific skill or technique
- To model a step-by-step approach

ADVANTAGES

- Easy to focus learner's attention
- Involves the learners when they try the method themselves
- Shows practical applications of a method

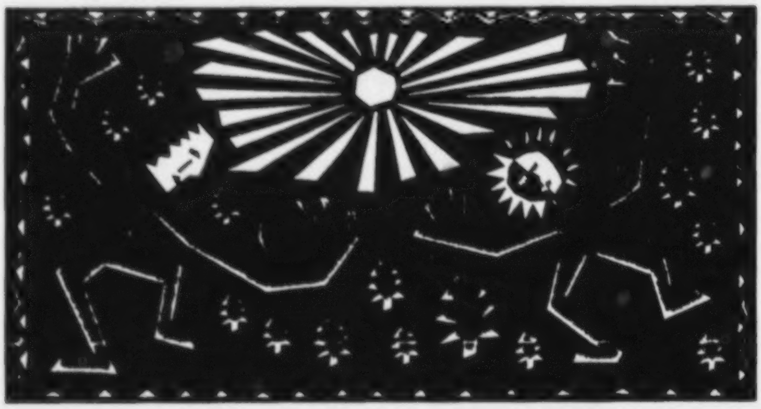
THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A DEMONSTRATION

- Requires planning and practice ahead of time
- Demonstrator needs to have enough materials for everyone to try the method
- Not useful in large groups
- Requires giving feedback to learners when they try the method themselves

PROCESS

1. Introduce the demonstration—what is the purpose?
2. Present the material you're going to use.
3. Demonstrate.
4. Demonstrate again, explaining each step.
5. Invite the learners to ask questions.
6. Have the learners practice the method on their own.
7. Discuss how easy or difficult it was for them—summarize.

[Adapted with permission from *Training Trainers for Development*, The Centre for Development and Population Activities (CEDPA). 1995. (ICE TR111)]



KEY TRAINING METHODS: CASE STUDY

DESCRIPTION

A case study is a written description of a hypothetical situation that is used for analysis and discussion.

USES

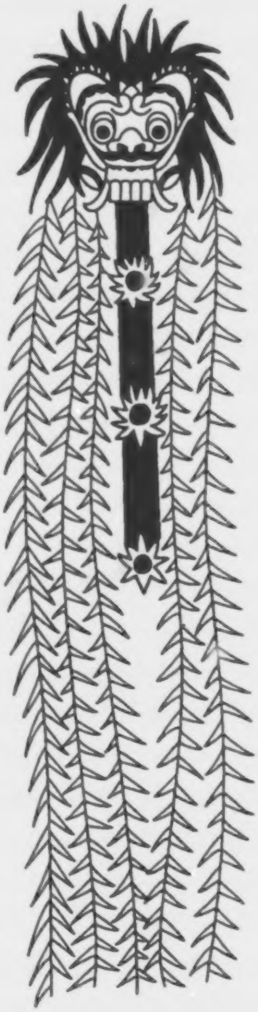
- To discuss common problems in a typical situation
- To provide a safe opportunity in which to develop problem-solving skills
- To promote group discussion and group problem solving

ADVANTAGES

- Learners can relate to the situation
- The hypothetical situation does not involve personal risks
- Involves an element of mystery
- Learners are involved

THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A CASE STUDY

- The case must be closely related to the learners' experience.
- Problems are often complex and multifaceted.
- There is not always just one right solution.
- Requires a lot of planning time if you need to write the case yourself.
- Discussion questions need to be carefully designed.



PROCESS

1. Introduce the case.
2. Give the learners time to familiarize themselves with the case.
3. Present questions for discussion of the problem to be solved.
4. Give the learners time to solve the problem(s).
5. Have some learners present their solutions and answers.
6. Discuss all possible solutions and answers.
7. Ask the learners what they have learned from the exercise.
8. Ask them how the case might be relevant to their own environments.
9. Summarize.

[Adapted with permission from ***Training Trainers for Development***. The Centre for Development and Population Activities (CEDPA). 1995. (ICE TR111)]

KEY TRAINING METHODS: ROLE PLAY

DESCRIPTION

In a role play, two or more individuals enact parts in a scenario related to a training topic.

USES

- To enable people to see the consequences of their actions on others
- To provide a safe environment in which participants can explore problems they may feel uncomfortable discussing in real life
- To enable learners to explore alternative approaches to dealing with situations
- To contribute to changing people's attitudes

ADVANTAGES

- Stimulating and fun
- Simulates the real world
- Engages the group's attention

THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A ROLE PLAY

- A role play is spontaneous—there is no script to follow.
- Actors must have a good understanding of their role for the role play to succeed.
- Actors might get carried away with their roles.

PROCESS

1. Prepare the actors so they understand their roles and the situation.
2. Set the climate so the observers know what the situation involves.
3. Observe the role play.
4. Thank the actors and ask them how they feel about the role play—be sure that they get out of their roles and back to their real selves.
5. Share the reactions and observations of the observers.
6. Discuss different reactions to what happened.
7. Ask the learners what they have learned and develop principles and/or guidelines.
8. Ask the learners how the situation relates to their own lives.
9. Summarize.

[Adapted with permission from ***Training Trainers for Development.*** The Centre for Development and Population Activities (CEDPA). 1995. (ICE TR111)]

KEY TRAINING METHODS: SIMULATION

DESCRIPTION

A simulation is an enactment of a real-life situation.

USES

- To allow learners to experience decision making in "real" situations without worrying about the consequences of their decisions
- To apply knowledge, develop skills, and examine attitudes in the context of an everyday situation

ADVANTAGES

- Practical
- Learners are able to discover and react on their own
- High involvement of the learner
- Immediate feedback

THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A SIMULATION

- It is time-consuming.
- The facilitator must be well prepared, especially with logistics.
- A simulation is often a simplistic view of reality.

PROCESS

1. Prepare the learners to take on specific roles during the simulation.
2. Introduce the goals, rules, and time frame for the simulation.
3. Facilitate the simulation.
4. Ask learners about their reactions to the simulation.
5. Ask learners what they have learned from the simulations and develop principles and guidelines.
6. Ask learners how the simulation relates to their own lives.
7. Summarize.

[Adapted with permission from ***Training Trainers for Development***. The Centre for Development and Population Activities (CEDPA). 1995. (ICE TR111)]

KEY TRAINING METHODS: SMALL GROUP DISCUSSION

DESCRIPTION

A small group discussion is an activity that allows learners to share their experiences and ideas to solve a problem.

USES

- To enhance problem-solving skills
- To help participants learn from each other
- To give participants a greater sense of responsibility in the learning process
- To promote teamwork
- To clarify personal values

ADVANTAGES

- Learners develop greater control over their learning
- Participation is encouraged
- Allows for reinforcement and clarification of lesson through discussion

THINGS TO BE AWARE OF BEFORE YOU DECIDE TO USE A SMALL GROUP DISCUSSION

- The task given to the group needs to be very clear.
- The group should be able to listen to each other, even if they don't agree.
- Group discussion should not be dominated by any one or two people.
- Questions help guide the discussion.
- Everyone should be encouraged to participate.

PROCESS

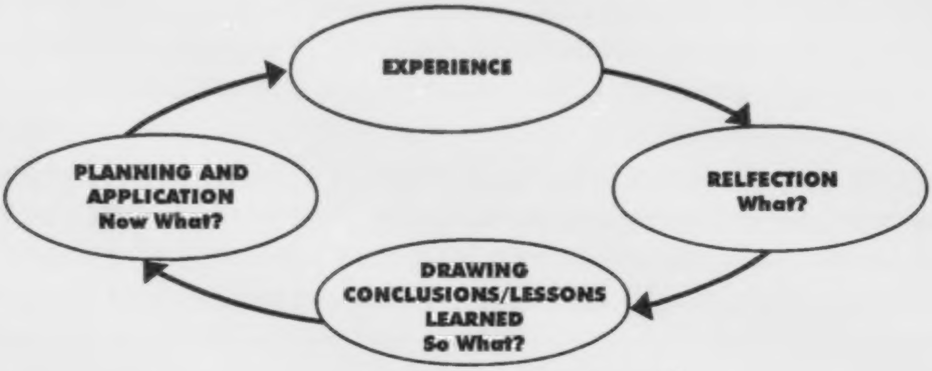
1. Arrange the learners in groups of four to seven.
2. Introduce the task that describes what should be discussed.
3. Ask each group to designate a discussion facilitator, a recorder, and a person to present the group's findings to the larger group.
4. Check to make sure that each group understands the task.
5. Give groups time to discuss—this should not require the trainer's involvement unless the learners have questions for the trainer.
6. Have one person from each group summarize the findings of the group (this could be a solution to a problem, answers to a question, or a summary of ideas).
7. Identify common themes that were apparent in the groups' presentations.
8. Ask the learners what they have learned from the exercise.
9. Ask them how they might use what they have learned.

[Adapted with permission from ***Training Trainers for Development.*** The Centre for Development and Population Activities (CEDPA). 1995. (ICE TR111)]

THE ROLE OF THE TRAINER IN EXPERIENTIAL LEARNING

NOTE: Before reading this description of the role of the trainer in experiential learning situations, please review the introductory reading on the Experiential Learning Cycle in Toolkit 1: Volunteer as Learner.

EXPERIENTIAL LEARNING CYCLE



The experiential learning cycle requires the learner to progress through the four phases of a learning process. The role of the trainer is to help the learner through the process. A good trainer must have the competence to understand what goes on at each phase and to facilitate the learning process. In this discussion we will go through each of the four phases and identify:

- Appropriate training activities
- The kinds of questions a trainer can ask the learner
- The role of the trainer

WHAT HAPPENS IN PHASE 1: THE EXPERIENCE

The learner uncovers or experiences new information that requires a response on her or his part.

ACTIVITIES TO USE

- Group problem solving
- Case studies
- Role plays
- Field visits
- Skills practice
- Games
- Group tasks

TRAINER'S ROLE

The trainer's primary role is to give structure. He or she must present the objectives of the activity and clarify norms, rules, and time limits. Information should be presented in a way that is meaningful to participants and that will stimulate their interest (for example, by using visual aids or by asking questions).

For small group activities, the trainer needs to be very clear about the task. The task, including discussion questions, should be written on a flip chart or handout. Group members should be assigned (or volunteer for) roles of secretary, discussion leader, timekeeper, and reporter. Although most of the processing goes on in the next phase, the trainer can ask some questions now. These might include:

- Are there any questions about the task?
- How's everything going?
- Could you be more specific?
- Are you ready to record your work on a flip chart?
- Is there anything else you need to know?
- Have you thought about __________?
- How much more time do you need?

WHAT HAPPENS IN PHASE 2: REFLECTING ON THE EXPERIENCE

The learner sorts out or analyzes the information developed in phase 1.

ACTIVITIES TO USE

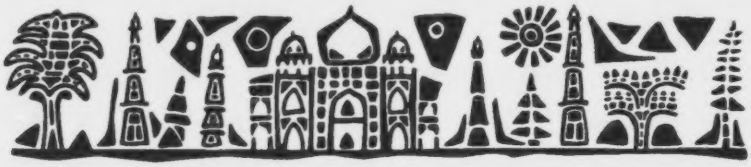
- Small group or pair discussion
- Participant presentations
- Writing in journal and sharing entries
- Large group discussion
- Reporting from small groups

TRAINER'S ROLE

The trainer's role is to help the learner reflect on what happened during phase 1 and what the experience meant. The trainer should be sure that important aspects of the experience are not ignored. An effective way to help the learner reflect is to ask questions about what happened and how the learner reacted. Phase 2 is when learners share their ideas and reactions with each other. These are examples of the kind of questions the trainer might ask:

- What happened?
- Does anyone feel differently?
- Does anyone else have something to add?
- Do you agree or disagree with what they are saying? Why?
- How do you feel about the experience?
- What did you notice about...?
- Do you realize that...?

Notice that the trainer uses open-ended questions to stimulate discussion.



WHAT HAPPENS IN PHASE 3: DRAWING CONCLUSIONS AND LESSONS LEARNED

The learner interprets what was discussed during phase 2 to determine what the reflections on the experience mean, what lessons can be learned, and what lessons may be drawn from the experience.

ACTIVITIES TO USE

- Synthesis discussion in large group
- Synthesis lecture
- Listing main points on flip chart
- Demonstration
- Reading assignments

TRAINER'S ROLE

The trainer's role is the conventional role of the educator—to guide the learner. More than any other phase, the trainer needs to be knowledgeable about the subject matter and be a credible information source. This does not mean that the trainer needs to provide all the answers during this phase. In fact, the learners will probably internalize the learning better if they find the answers for themselves. As a guide, the trainer helps the learner focus on the implication of the experience and reflection phases so that the learner can acknowledge having learned something new. There are two basic approaches to do this: (1) the trainer can provide a summary for the learners (as in a lecture or reading assignment) or (2) the trainer can ask probing questions that enable the learners to reach their own conclusions (as in a consensus-seeking discussion). The latter approach requires strong facilitating skills.

Some useful questions the trainer might ask include the following:

- What did you learn from this?
- Is there an operating principle here?
- How does all that we are talking about fit together?
- Have you gained any new insights about…?
- What does all of this mean to you?
- What lessons can be learned?
- What are some major themes we are seeing here?

WHAT HAPPENS IN PHASE 4: APPLICATION

In order for the learner to feel the training is significant, the new learning must relate to her or his own life situation. During phase 4, the learner makes the connection between the training setting and the real world—the two are rarely the same. This link can be strengthened through practice and planning for application after training.

ACTIVITIES TO USE

- Action planning
- Field visits
- Practicing new skills
- Discussion

TRAINER'S ROLE

The trainer's primary role here is that of a coach to the learner. As the learner tries doing things on her or his own, the trainer can provide advice and encourage the learner to try to improve new skills. The key question to ask here is, "How should I do this differently the next time?"

Some questions the trainer might ask include:

- What have you enjoyed the most about this?
- What do you find the most difficult?
- How can you apply this in your situation where you live and work?
- What do you look forward to doing most after training?
- What do you think will be most difficult when you use this?
- If you were to do this in your own project, how would you do it differently?
- How could this exercise have been more meaningful to you?
- Are there areas you would like to practice more?

[Adapted with permission from ***Training Trainers for Development***, pp. 28-32. The Centre for Development and Population Activities (CEDPA). 1995. (ICE TR111)]

> **"*Imagination is more important than knowledge.*"**
>
> **— Albert Einstein**

TEMPLATE FOR A SESSION DESIGN

[This template is useful for outlining a training session or even a short workshop. Adapt it to suit your and your co-trainers' styles.]

TITLE OF SESSION

TOTAL TIME ALLOTMENT

KNOWLEDGE, SKILLS, AND ATTITUDES THAT WILL BE ADDRESSED

(See "Guidelines for Planning and Conducting a Workshop")

LEARNER OBJECTIVES

(State the objectives in terms of what the *participants* will be able to do as a result of the training.)

ACTIVITIES WITH SPECIFIC TIME ALLOTMENTS

List the steps and activities you will use to help participants learn. Write enough description in each step so that you and your co-trainers can follow the outline without forgetting important points. If the activity is a discussion, list the questions you want to ask the group. If the activity involves a task, write out the specific instructions you want to give to the participants. Also note the time allotments for each step and activity. The following sequence is appropriate for experiential session outlines:

1. **Climate setting and review of session objectives** (rationale/motivation for learners)
2. **Experience** (such as a role play on techniques for interviewing mothers in the community)
3. **Reflection** (such as a large group discussion on what happened in the role play)
4. **Lessons learned** (such as guidelines or dos and don'ts for conducting effective interviews)
5. **Application** (such as practice in groups of three—interviewer, interviewee, observer)
6. **Closure** (key points to remember; linkages to next session or meeting; evaluation)

RESOURCES

List people, materials, supplies, and equipment needed during the session.

WHAT HAPPENED

After the session, make notes about what happened—impressions of what went well, suggestions for improvements, key people who should be contacted and used as resources if and when you do the session again in the future, and other notes.

[Adapted with permission from ***Training Trainers for Development***, pp.18-22. The Centre for Development and Population Activities (CEDPA). 1995. (ICE TR111)]

LET'S GET THAWED:
ICEBREAKER AND WARM-UP ACTIVITIES

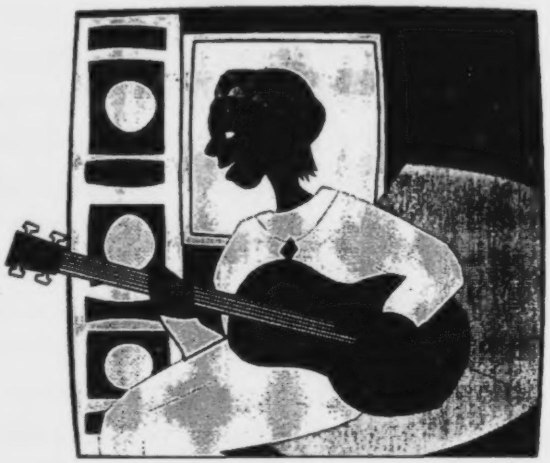
The activities suggested below are generally helpful in three ways:

- To break the ice and help participants warm up to the learning task at hand
- To assist participants in getting acquainted—people share more willingly and easily when they know the people with whom they are working
- To help in identifying group members as possible future resources

They are fun, too. This list is just the beginning—add to it as you gain more and more experience as a participant or trainer.

1. **Paired Introductions.** Participants pair off and interview one another. Each person then presents his/her partner to the rest of the group. The interview may include questions that focus on personal information, training-topic-related opinions, or expectations of the workshop.

2. **Quartets.** Same as above, but instead of introducing partners to the entire group, each pair meets with one other pair to form a quartet and introductions are made within the smaller grouping. (Suitable for large groups.)



3. **One-Minute Biography.** Each person is given one minute to tell about himself or herself. Use a timekeeper and do not let anyone go over one minute. Restrictions can be set as to what information may or may not be shared (such as work-related only, family/personal only, and so on.) If group is larger than 15, break into subgroups.

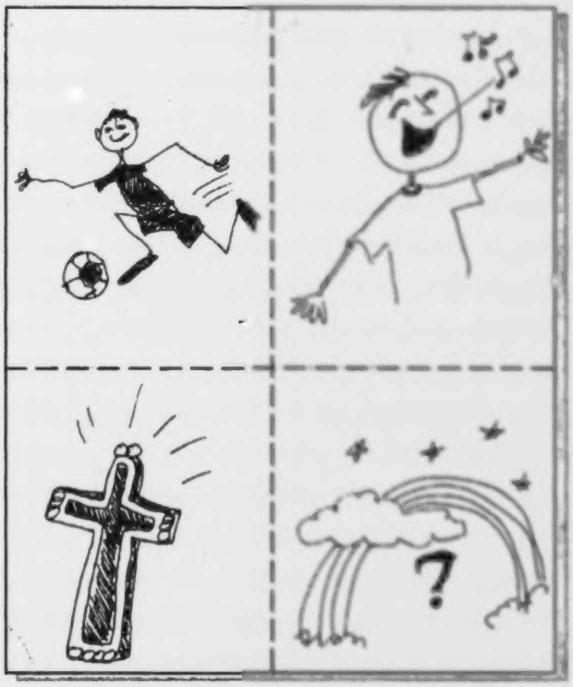
4. **Structured Introductions.** Working individually, participants write their own epitaphs, a press release about their accomplishments, or an ad about their "qualities." Depending on the size of the group, each person shares with a partner, a small group, or the larger group.

5. **Life Map.** Using paper and markers, each person makes a rough map of his or her life and shares it with others in the group. The drawing may incorporate symbols, stick figures, words, and so on.

6. **Pocket or Purse.** Each individual pulls out an item from a purse, pocket, or backpack—an item that represents a value they hold. Participants take turns showing their selected objects and explaining what they mean.

7. **Secret Share.** Each person writes a "fun" secret about himself or herself on a piece of paper and places it in a common box. Each person in turn draws a secret and reads it aloud (as if it were his or her own), and the group guesses whose secret it really is. Voting is permitted.

8. **Picture Me.** Participants fold a piece of paper in fourths. They then draw the following, one picture in each quadrant: something I do well; something I wish I did better; something I dream of; something I value. Everyone divides into pairs and explains the drawings to partners. Each person then introduces her or his partner to the group in terms of the drawings.



SEVEN STEPS FOR PLANNING A WORKSHOP

STEP 1 WHO?

Who are the participants? What is their profile? (Literacy level; age range; diversity of cultural, ethnic, economic, educational backgrounds; rural or urban based or mixture) What languages do people speak? How many participants want to attend? Who should the trainers be?

STEP 2 WHY?

Why do the participants want the training? What is the situation that prompts them to want to enhance their knowledge, skills, and attitudes about the training topic(s)? How much about the training topic(s) do they already know? What kinds of relevant prior training have they received?

STEP 3 WHEN?

What is the time frame for the workshop? (How long should it be? One longer session vs. two or more shorter sessions?) When can we schedule it such that participants can easily attend? What other factors do we need to consider before setting the date and time?

STEP 4 WHERE?

Where should the course be given? Which settings are most accessible and comfortable for our participants? What type of facility and equipment will we need? Are there transportation costs to consider?

STEP 5 WHAT?

What is the content of the course that participants want to acquire? It is helpful to break the content into three types of learning: knowledge, skills, and attitudes.

STEP 6 WHAT FOR?

What are the achievements or results that participants can expect from the course? What do we hope participants will be able to do by the end of the course? These are the workshop objectives.

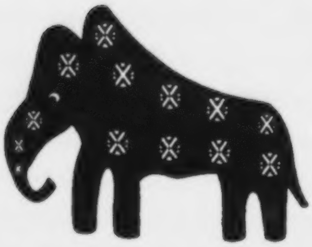
STEP 7 HOW?

What is the structure of the program? What are the specific learning activities and how should we sequence them? How do we make people feel comfortable at the beginning of the workshop? What materials do the trainers and participants need? (For example, flip charts, markers, notebooks, pencils, handouts, and so on.) How will we know what they have learned? (That is, how will we monitor and evaluate the workshop?)

[Adapted from ***Training Through Dialogue: Promoting Effective Learning and Change with Adults***, pp. 10-13. Jane Vella. Jossey-Bass Publishers, San Francisco, CA. 1995. This material is used by permission of Jossey-Bass, Inc., a subsidiary of John Wiley & Sons, Inc.]

STORIES FROM THE FIELD:

KENYA



In the following story told by an Agroforestry Volunteer, the Volunteer gains several opportunities to work with other Volunteers and members of the community to co-train a group of women in an AIDS education seminar series.

I was working with several groups in Mutindwa village when I was approached by the volunteer health workers from the village health clinic. They wanted to get the local women and clinic volunteers involved in an advanced education program. They came to me and asked for help.

At first, the women and I just talked. I talked with one village nurse, the traditional birth attendants (TBAs), the health volunteers, and women from the church guild. I started doing short question and answer sessions on AIDS education. They liked the sessions so much, they asked me to teach a full course. So I organized a five-week, five-session AIDS education seminar series to be held on the grass outside the village health clinic. I took a list of the initial 25 women who wanted to participate. The idea was to have a "training of trainers" to train the women so that they could train other women. All the women could then educate their families and, gradually, pass the education to their community.

As the women from the surrounding villages heard about the classes, the number of participants grew to 40 women. We made announcements in the churches and schools each week to remind the participants to attend the classes. And so, more and more women arrived for the second, third, and continuing classes. The women started bringing their daughters to the classes and their daughters brought their babies with them. All the women and children sat on the grass as I taped posters and papers to the dispensary door and taught the afternoon classes.

A young man, the only man in attendance, volunteered to translate into Kimeru so that all the women could understand. As the sessions continued, the young man's role grew to co-facilitator and he became animated about the classes. His mother came to all of the sessions. With the help of the translator, the health clinic nurse, and several other Volunteers, the five sessions went very well. We covered HIV infection, transmission, prevention, home care, and community awareness.

Based on a Ugandan home care AIDS awareness manual, I told a story using pictures of a village family affected by HIV and AIDS. I used the story to initiate discussions on HIV and AIDS. I invited a guest speaker, a fellow Volunteer, to do a presentation and condom demonstration during one class. I also used cartoons, group skits, stickers, posters, handouts, and pamphlets to get them involved. At the end of the seminar series, I gave an exam and asked for the participants to evaluate the class. I ended the seminar by presenting certificates to the participants and taking a class photo.

The women surprised me afterwards with tea and snacks they planned and brought from home. They thanked me for my efforts, then they had several requests. First, they asked me to hold the seminar series again so that more women can be trained to teach others. Second, they asked me to talk to the village primary and secondary school students about HIV and AIDS. Finally, they asked what they could study next.

IDEAS AND ACTIVITIES FOR PRACTICING YOUR ROLE AS A CO-TRAINER

INDIGENOUS KNOWLEDGE: WHO ARE THE TRAINERS AND TEACHERS IN THE COMMUNITY?

PURPOSE

To learn how training and informal education happen in the local community

ACTIVITY

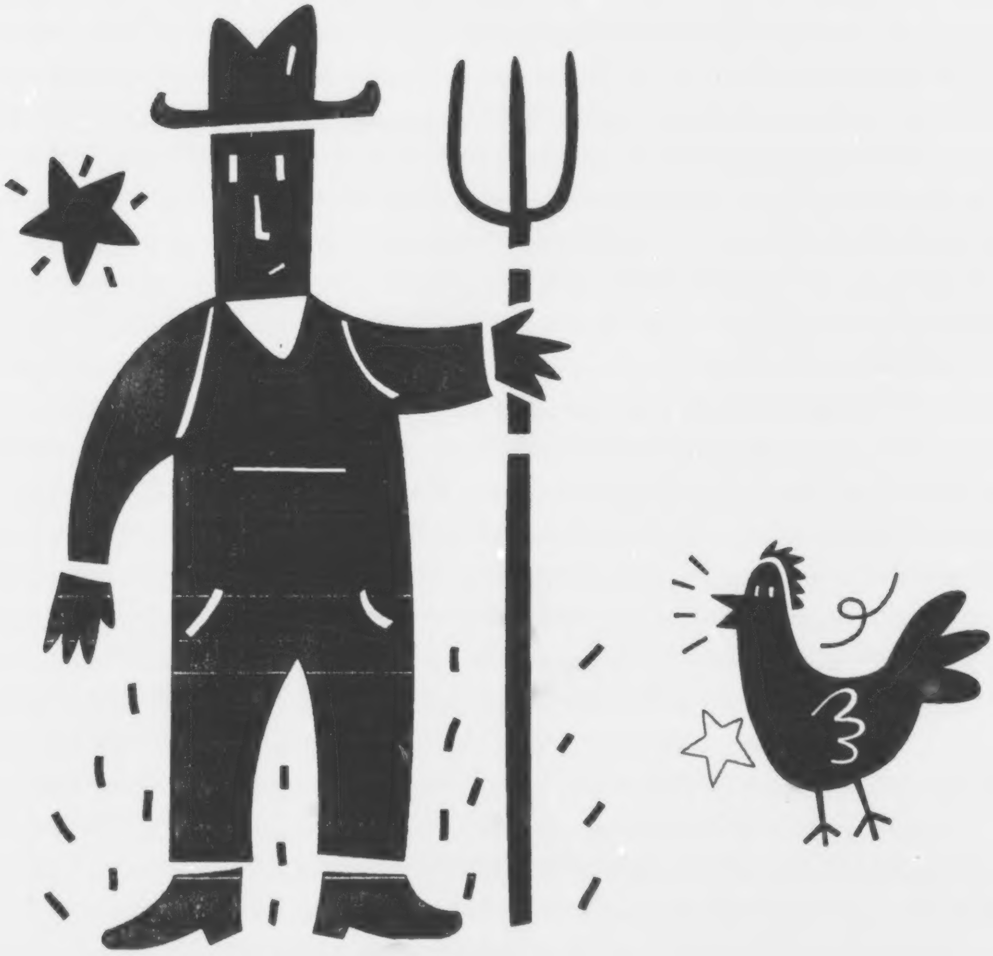
With the help of your trainers, fellow Trainees, or Counterpart, identify and interview several people around the community who are involved in helping others learn new knowledge, skills, and/or attitudes. Here is a partial list you may want to consider:

- A parent educating his/her children
- An older sibling teaching a younger sibling
- A carpenter training an apprentice
- A religious leader instructing students
- A farmer teaching family members to manage the crops and animals
- A local hospital manager leading continuing education classes with nurses or other hospital workers
- A business owner helping a junior manager or younger family member "learn the business"

Once you decide who you want to interview, draft a short list of questions to guide your dialogue. The idea is to find out how local people approach helping others learn new skills and knowledge. Here are a few possible questions you may adapt to fit your particular technical subject.

- What methods do they use to teach skills? Give information? Develop attitudes?
- How is learning rewarded in this community?
- Who else in the community does what they do?
- How did they learn their teaching or training skills?
- What do they like most about the experience of training others?
- In their view, how have teaching and/or training methods changed in the past 15 years?

Once you have had conversations with a few of these people, share and discuss your insights with your colleagues and trainers. What are some of the similarities and differences between your own learning and teaching experiences (that is, your experiences in the United States and in PST) and those of the host culture? How would you use this indigenous knowledge in planning a workshop with a local group?



INTERVIEWING A COLLEAGUE ABOUT A LEARNING EXPERIENCE

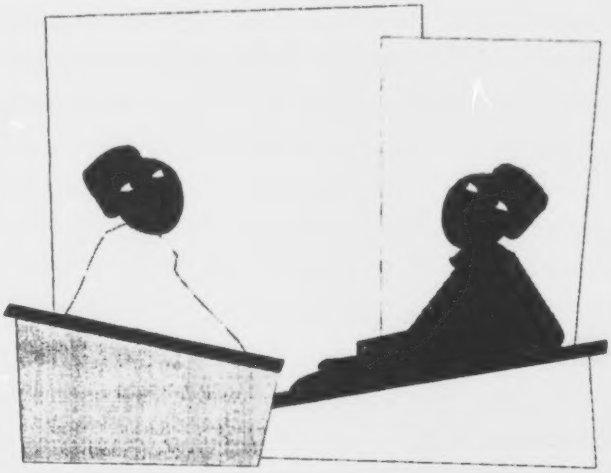
PURPOSE

To identify characteristics of adult and/or non-formal learning

ACTIVITY

This is an appropriate exercise for language or technical class during PST. Pair up with another Trainee and interview one another about a self-directed learning experience or "project." The experience should be one that was undertaken outside of formal educational situations (that is, outside the classroom). It can be related to your area of technical expertise, a hobby, and so on. Pose these questions:

INTERVIEW QUESTIONS



- What was your self-directed learning experience?
- What was the goal of your learning?
- Why were you interested in learning about this particular goal?
- Where and with whom did your learning experience take place?
- Did you encounter any problems in completing the project? How did you deal with the problems?
- What motivated you to continue your project? (that is, to carry through and finish it)
- How much total time did you spend on the project?
- How have you benefited from the learning you gained on this project?

Once you and your colleagues have finished the interviews, select one of your group to lead the group in a processing discussion around these questions:

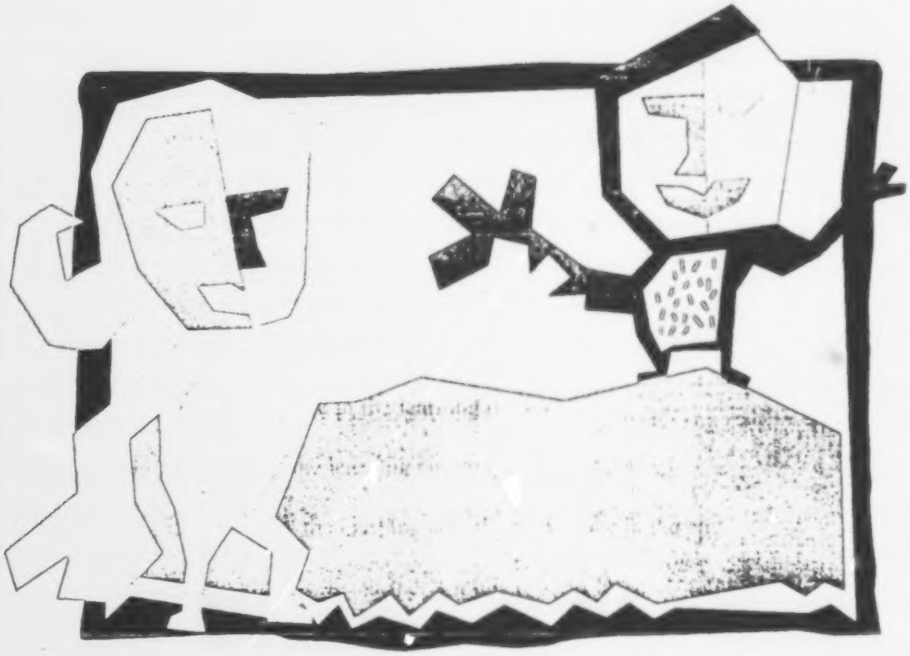
- How did the learning take place?

BEST COPY AVAILABLE

- Did the learner have a choice in the learning method?
- How would you describe the learning environment?
- How did the learner know the learning actually took place in the end?
- What did you learn about your partner's motivation to learn something new? What were your partner's reasons for wanting to learn?

Based on all of these learning experiences, make a list of characteristics about "how people learn best." Compare your list to the *Principles of Adult Learning* found in this toolkit. If relevant to your work assignment, discuss whether you think these characteristics of adult learning may or may not also apply to young people.

Finally, talk about how these characteristics might affect the way you would plan a training activity or workshop for a group of people in your community.



LEARNING TO SAIL — INDIVIDUAL LEARNING STYLES

PURPOSE

Just as people have different personalities, we also have different preferences in the way we like to learn. As a trainer, you need to be aware of your own learning style because it influences the way you train others, and you also need to be aware of the individual learning styles of the participants in your workshop. This short exercise helps to dramatize the different ways in which people prefer to learn.

ACTIVITY

You need a group of people for this activity—fellow Trainees and trainers if you are in PST, or your Counterpart and friends if you are already at your site.

1. Whatever your group, ask them to imagine the following scenario:

Imagine you are given the responsibility for sailing a boat across a three-mile lake. You don't know how to sail, but you have a day to learn. You are sitting on the beach with a variety of resources at your disposal.

[If you work in a waterless world where people have no concept of what sailing is, by all means, adapt the scenario to make it more appropriate. Select a skill that people have some ideas about but few or none in the group know how to do.]

2. Show the following list to the group (on flip chart paper, a chalkboard, or a handout):

RESOURCES FOR LEARNING TO SAIL

☐ A manual on how to sail
☐ A sailboat ready to sail (with safety gear)
☐ A video on how to sail (complete with battery-powered VCR and monitor)
☐ A child who knows how to sail
☐ An encyclopedia of sailing techniques
☐ A workbook on sailing with a self-test on procedures
☐ Pencil and paper
☐ A peer to learn with you (who knows as little as you do about sailing)

3. Ask the people to think about the resources they (as individuals) would choose in order to learn best how to sail. Explain that they may choose any number of resources and they can write them down if they like. Ask them to put their selected resources in the order they would use them.

4. Going around the circle, ask people to tell which resources they would use and how they would use them. Process this a little further by asking people to notice how many different ways of approaching the task there are within the group. What conclusions can they draw from the activity? What implications might learning styles have for facilitating training workshops with people?

NOTE: One of the key reasons the experiential learning model works so well in skill and attitude development types of workshops is because it addresses the different learning styles of the participants. An experiential session is likely to engage everyone in the room at some point in the learning process.

ASSESSING LEARNERS AND SETTING LEARNING GOALS

PURPOSE

To identify ways that trainers and teachers can find out what learners want in the way of new knowledge, skills, or attitudes; to transform what learners want into learning goals

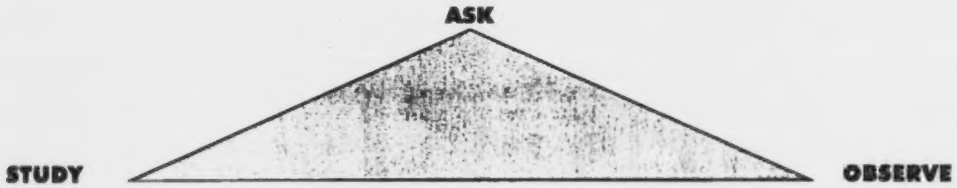
ACTIVITY

Have you ever been in a situation where the trainer or teacher spent a lot of time covering material you already knew? How did that make you feel? How did it affect the morale of the group in general? In order to make training as relevant as possible, trainers need to find out specifically what the learners want or feel they need to learn, and what level of understanding they already have about the subject areas they identify.

With your colleagues in a language or technical class, brainstorm a list of questions you would ask to find out about a particular group of learners. Here are a few examples:

- What roles and tasks do the learners perform in relation to the general topic areas?
- How familiar are they with the topic areas?
- What are their attitudes and beliefs about the topic areas?
- What successes and problems have they encountered?
- What is their skill level?
- How well do participants know one another?

Once you have a fairly complete list, consider the options you have for conducting an assessment that will answer these questions. Start with your own PST situation: What methods have your PST trainers used to assess you as a learner? (For example, skill inventory, interviews, and so on.) Next, think about the possible groups with whom you will be working as a Volunteer. How could you gather information about them—who they are, what they want to learn, what they already know, and so forth? Use the following needs assessment model to help you:



ASK: Create a questionnaire related to specific training; conduct interviews with a sample of learners. What else might you ask?

OBSERVE: Walk around; note relationships; note where resources are located; note who talks in meetings. What else might you observe?

STUDY: Study the group; read profiles; read reports of previous training done in the community; read government studies of the area. What else might you study?

Try out the Ask-Observe-Study model using one of the situations below (or adapt them to suit your technical sector):

SITUATION A: THE MAYOR'S CLASS

Fifteen village women have been named by the mayor to learn methods of oral rehydration therapy to treat infants with symptoms of dehydration. You are invited to design and lead the training, which will be done in the village for a period of two weeks. How can you use the Ask-Observe-Study model to assess this group?

SITUATION B: YOUTH AND THE ENVIRONMENT

A local teacher has invited you to work with an environmental awareness youth club she has formed at her school. The club currently has 30 members. She wants you to design and teach a series of classes that raise students' awareness about the local park preserve (where you work) and the need for conservation efforts on the part of the local community. How can you use the Ask-Observe-Study model to assess this group?

As you consider ways to ask, observe, and study your learners, get some perspectives from your trainers and/or Counterpart regarding the cultural appropriateness of the methods.

Once you have assessed the learners, you can use the data to: determine the training content, obtain case material (examples, illustrations, case studies, role play scenarios, and so on), and develop a relationship with the participants. In determining the training content, it is very useful to look at the learners' desires in the following terms:

- **Desire for knowledge, information, facts** (includes content or cognitive learning, acquiring knowledge, comprehending information, analyzing concepts, and so on)
- **Desire for new or improved skills** (includes manual skills, carrying out a procedure, demonstrating techniques, communication skills, problem solving, decision making, leadership, and so on)

- **Desire to adjust or enhance attitudes** (includes confidence in applying new knowledge and skills, respect for people's sensibilities and fears, patience, accuracy, thoroughness, conscientiousness, curiosity, tolerance for opposing views, integrity, diplomacy, tact, enthusiasm, satisfaction, and so on)

By describing what the learners want in these terms, you are already drafting the learning goals for the session or workshop.

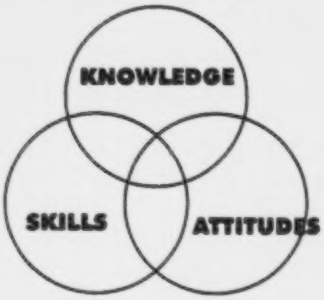
To get some practice, think of your own technical learning desires: What do you want to learn in order to be an effective Volunteer in your technical area of expertise? What knowledge do you hope to gain? What new skills do you want? What kind of attitude would help you serve your community? List a few examples of learning goals (for yourself) and discuss them with your technical trainer. Or, alternatively, review the list of goals and objectives your technical trainer gave you at the beginning of PST. Do they include knowledge, skills, and attitudes? In your opinion, do they accurately express your learning desires? What changes would you suggest to improve them?

[Ask-Observe-Study Model from ***Learning to Teach***, p. 54. Jane Vella, Save the Children Federation, Westport CT. 1989. Reprinted by permission.]

KATE'S DILEMMA

PURPOSE

Learning is most complete when it addresses all three learning domains (knowledge, skills, and attitudes). We learn new ideas, we practice with them, and we discuss how we feel about them and how they fit into our lives. Here is a story that will help you examine the relationship between learning (knowledge, skills, and attitudes) and training approaches.



ACTIVITY

Read the following critical incident and discuss with your colleagues how Kate could use the three domains of learning (and anything else you know about non-formal and participatory approaches) to enhance her teaching.

KATE'S DILEMMA

Kate is a Volunteer in Haiti. She speaks French well, since she was an exchange student in France when she was in high school. She is assigned to work at a clinic where mothers come to receive food supplements for their children under five. She has been teaching a group of mothers about infant nutrition and the use of their babies' growth charts to monitor health and development.

The 15 women she is working with clearly do not read and write. They have never been to school. Kate is telling them all she learned about nutrition and growth monitoring in her nursing classes and in PST. But they do not seem to get it!

She thinks these Haitian mothers are not too smart. Why can't they understand and demonstrate to her how they can feed their babies from all the food groups and how they can tell from the growth charts whether their child is doing well or not? Instead, they sit there like lumps, nodding respectfully, nursing their babies, not learning a thing! Kate is frustrated.

[Adapted from *Training Through Dialogue: Promoting Effective Learning and Change with Adults*, pp. 123-124. Jane Vella. Jossey-Bass Publishers, San Francisco, CA. 1995. This material is used by permission of Jossey-Bass, Inc., a subsidiary of John Wiley & Sons, Inc.]

GROUP DIALOGUE ON AXIOMS OF POPULAR (NON-FORMAL) EDUCATION

PURPOSE

To practice critical thinking about some of the basic principles of non-formal education

ACTIVITY

This activity requires a few companions—fellow Trainees, Volunteers, Counterparts, other community members. As a group, read the "Axioms of Popular Education." Explain which axiom is most meaningful to you and why. Also, discuss which axiom might be most challenging for you to uphold. Allow everyone to share his or her ideas, then ask, "What other axioms would you add to the list?"

TRAINER-CENTERED ACTIVITIES LEARNER-CENTERED ACTIVITIES

AXIOMS OF POPULAR EDUCATION*

Axiom: An established rule or principle or a self-evident truth.

1. Don't tell what you can ask; don't ask if you know the answer—tell, in dialogue!
2. A warm-up is a learning task related to the topic.
3. You can't teach too little; you can't go too slowly.
4. A learning task is an open question put to a small group along with the resources they need to respond to it.
5. Don't write on a chart anything you won't use again.
6. A critical incident (a case study posing a problem) needs to be far enough away to be safe, close enough to be immediate.
7. The learning task is a task for the learner.
8. Pray for doubt!
9. If you don't dispute it, you don't learn it.

* Popular education is the term Brazilian educator Paolo Freire gave to his adult learning approach based on dialogue between teacher and learner and among learners.

[From *Training Through Dialogue: Promoting Effective Learning and Change with Adult,* p. 45. Jane Vella. Jossey-Bass Publishers, San Francisco, CA. 1995. This material is used by permission of Jossey-Bass, Inc., a subsidiary of John Wiley & Sons, Inc.]

EACH ONE TEACH ONE

PURPOSE

Trainers need to develop a wide repertoire of teaching methods and techniques to draw from when working with different types of participants and with different kinds of training content. A great way to start building that repertoire is to practice on your friends and trainers (including language, technical, and cross-cultural trainers).

ACTIVITY

There are several ways to practice different training techniques. One easy way is to think of a specific technical or language objective, and select an appropriate method to practice teaching it to your fellow trainees. For example, you might want to use the role play method to practice interviewing techniques, or you might select a case study to teach business planning skills, or perhaps you want to organize a field trip to show the major types of soil erosion in the local area. In this sort of "each one teach one" approach, the technical trainer serves as a resource to the Trainee leading the activity. Here are a few guidelines for this type of practice:

1. Select or identify the learning objective.
2. Select a method that is appropriate to the learning objective and design a short learning activity. (See "Training Methods by Learning Domain" in the *Models, Concepts, and Cases* section.)
3. Lead your group in the activity, including processing the learning. (Remember the experiential learning cycle.)
4. Afterwards, outline for the group the steps involved in using your particular method; discuss the method's advantages and disadvantages.

For more information on specific training methods, see "Key Training Methods" in the *Models, Concepts, and Cases* section of this Toolkit or ask your trainers for support materials. Almost every "how-to" manual on training has good descriptions of common training methods such as:

- Role play
- Critical incidents
- Case study
- Demonstration
- Small group discussion
- Presentations
- Learning games
- Field trips

Once your language skills are strong enough, you and a teammate can practice these different methods with small groups of participants in the community. The more you can practice, the more you will understand the potential and limitations of each method.

FACILITATION SKILLS PRACTICE

PURPOSE

Since all participatory training involves group discussion, it is critical that trainers develop skills to encourage and facilitate interchange of ideas, opinions, and perspectives among participants. These skills include: asking questions, paraphrasing, summarizing, and dealing with difficult people. Group dynamics—the way people interrelate with one another—can be tricky at times. The more you can practice with your own peer group, the better prepared you will feel co-facilitating discussions in your community.

ACTIVITY

See the activity "Practice Facilitating Discussions" in *Toolkit 4: The Volunteer as Co-Facilitator.* Use this activity as a way to begin building or enhancing yours skills, then continue looking for opportunities to practice group facilitation as often as possible during PST. Get into the habit of sincerely asking for feedback on your performance. (Ask, for example, "How was I helpful during that discussion?" "How can I improve?") This practice will help you in your role as a co-trainer and as a community facilitator (that is, in facilitating small group tasks, plenary discussions, co-facilitating meetings, and so on).

OPENING EXERCISES — PRACTICING ON YOUR OWN PST TRAINING GROUP

PURPOSE

To practice and experience a wide variety of opening exercises that may be adapted for use with community groups

ACTIVITY

Pre-Service Training (PST) is an ideal environment to practice opening exercises such as those described in the *Models, Concepts, and Cases* section of this toolkit. Talk to your language and technical trainers about the best way to organize the practice. In center-based or hub-based training, some PST groups have approached opening exercises as follows: every week, two Trainees sign up to be the climate-setters who will conduct warm-up exercises that will set the tone for the group's work. They meet briefly with the technical trainer to get familiar with the topics and goals for the week. Then they select and facilitate opening exercises with the group at appropriate points throughout the week, and get feedback on how well these activities worked. Each Trainee (or pair) is responsible for writing up the activities that worked well and, at the end of the training, the PST group compiles everyone's entries into a "Training Openers Idea Book" to take to site.

Another way to practice opening exercises is to make a list of several workshop topics relevant to your technical sector—topics that are likely to be addressed in workshops once you are in your communities. Each Trainee or pair of Trainees selects one of the topics and creates and demonstrates a suitable opening activity.

In community-based PST, practice the opening or warm-up activities with your language cluster first, and then experiment with them as you begin to conduct training or other kinds of meetings in the community.

However you decide to practice opening activities, it is helpful to experiment with large and small group scenarios (Which icebreakers work well with small groups? How can you find out participants' expectations when the group is large? and so forth). As always, it is important to critique the activities for their cultural appropriateness.

FRAMING ISSUES AS STORIES, CASE STUDIES, OR CRITICAL INCIDENTS

PURPOSE

Most workshops address technical or social issues that require participants to do critical thinking and apply concepts to the real world. A story, case study, or critical incident is often used to frame the issue such that participants can relate to it more easily. Sometimes trainers can find stories or cases that fit the issue; other times trainers create them.

ACTIVITY

Select an issue and gather some data about it from local resources. For example, you might want to address the issue of young people "hanging out" on the street corner with nothing to do. Another example might be credit opportunities for women and youth. Once you have an idea to practice with, talk to members of your host family, friends, and/or trainers to get ideas about how to relate the issue to real life. Ask: "Have you (or someone you know) ever dealt with this issue? What was your situation? What did you do or wish you had done?"

Once you have enough information and insight about the issue, select the method you want to use to frame the issue—story, case study, or critical incident:

Stories are particularly good for illustrating a point or teaching a lesson. Also, many cultures have a tradition of teaching through storytelling. In telling a story, you want to (1) establish the setting or scene, (2) build the action toward a challenge or dilemma (what would *you* do next?), and (3) give the climax such that it carries the listener to new and perhaps unexpected directions (the punch line with a lesson).

Critical incidents provoke people to think about options for addressing an issue or solving a problem. They may be written or presented orally, but either way, they should be brief and focus on a single issue. A good critical incident gives just enough information to put the reader or listener in the shoes of the protagonist, then asks the question: "What would you do in this situation?" or "What are the options here? (See "Kate's Dilemma" for an example of a critical incident.)

Case studies are good for helping people identify multiple facets or dimensions to a complex issue and then determine or evaluate the best ways to address it. See the description, "Training Method: Case Study" in the *Models, Concepts, and Cases* section.

Make your first draft, including writing out the text and the discussions questions. Then, test the story or case on trainers or friends to see how well it works. Did they recognize the key issue(s)? Did they seem interested or "hooked" during the activity? Was any critical information missing, or conversely, was there too much distracting detail? What suggestions can they make about improving the piece? (This pretest is a nice activity to do in language class.)

Incorporate feedback from the pretest to make improvements on your text and/or discussion questions. Once you've finished your story, case study, or critical incident, share it with others in your group and get copies of their pieces for future use or adaptation.

EVALUATION OF LEARNING: HOW DO WE KNOW THEY KNOW WHAT WE TAUGHT?

PURPOSE

As trainers, we need to always ask ourselves this key evaluation question: **How do we know they know what we have taught?** The answer relates directly back to the learning objectives—to know that learning has happened, we need to identify and measure indicators of the knowledge, skills, and attitudes learned.

ACTIVITY

Working by yourself or with a colleague, design a way to evaluate the training with the 15 women described in the Mayor's Course (see the activity "Assessing Learners and Setting Learning Goals" in this Toolkit). You may alter this scenario to make it suitable for your technical area. Think about an evaluation task that would measure the quality of the knowledge, skills, and attitudes about oral rehydration therapy gained by the women in this workshop. Once you have your evaluation task designed, share it with your colleagues and trainers to get more evaluation ideas.

Another useful exercise is to work with your trainers to design an evaluation plan for your PST. How can you measure what you have learned in the way of new knowledge, skills, and attitudes for service as a Volunteer? What are some specific indicators? How can you measure the quality of your learning?

[Adapted with permission from *Learning to Teach*, p. 63. Jane Vella. Save the Children Federation, Westport CT. 1989.]

PLANNING AND CONDUCTING A MINI-WORKSHOP IN THE COMMUNITY

PURPOSE

Perhaps the best way to learn to design and conduct a workshop is to actually do it in your host community during your PST (whenever your language and technical skills can support it). This activity gives you the opportunity to "put it all together" and try out many of your training skills. It is also a way to give something back to your host community.

ACTIVITY

If you are in a center-based training program, you can plan and conduct the workshop as a team with others in your technical group. If you are in a community-based program, you can join together with other Trainees in your cluster. The main idea is to identify a workshop team that will be responsible for planning, preparing, and conducting the workshop.

After you have identified your workshop team, begin a dialogue with community members or a specific group within the community about their interest in acquiring a new skill or learning about a new topic. Once you have a few ideas from them, select a topic about which they have some interest and about which you have some expertise. Since you are in a practice mode, try to pick topics that are not too controversial and/or complex. Then go through the rest of the steps for planning and implementing the workshop. (See "Seven Steps for Planning a Workshop" in the *Models, Concepts, and Cases* section of this Toolkit.)

NOTE: The planning process will need to begin anywhere from two to four weeks before the actual workshop. The length of the workshop will depend on the participants and their learning goals, and, to some degree, the size of the workshop team. Since this is a practicum, everyone on the team should get the opportunity to carry out planning tasks and co-facilitate an activity during the workshop. If your planning team is larger than eight people or so, consider splitting it into two teams and conducting separate workshops (consecutive or sequential).

Here are a few suggestions to help make the experience a successful one:

- After each major task in the planning process, stop and process the experience: How well are we accomplishing our tasks? How well are we working together as a training team? What are the challenges so far and how can we address them? Are we involving the participants in the planning and implementation phases?
- If possible, invite one or two of the host country participants to work with you as co-trainers. Try to select individuals who have a natural interest and ability for teaching or training. Working with a local co-trainer will probably mean more time for planning and practicing, but the rewards will be great for both or all of you.

- Use your technical and language trainers as resources as you plan sessions, prepare materials, and arrange logistics. During the workshop, ask your trainers to be "on the sidelines" ready to help if at some point you need their input. Clarify ahead of time how you will ask or signal for their help.

- Pay particular attention to the way you open the workshop. Make sure you've gotten local advice on protocols and the appropriateness of the icebreaker and other opening activities you have selected.

- Visual aids are virtually always an important part of a workshop. If you are still less than comfortable working in the host language, then visual aids can be particularly helpful. Make sure the visuals are appropriate to your participant group (for example, literate or semiliterate, different age groups) and to the local environment (use of recycled newsprint).

- Be sure to make a plan for how you will evaluate what the participants have learned. (How will you know they have learned what you taught?)

- At the end of the workshop, have a meeting with everyone involved in the process to discuss lessons learned and how you will apply them to your work in the field. Celebrate your success!

KEEPING A "BEST TRAINING PRACTICES" NOTEBOOK

Great trainers "shamelessly steal" training ideas, activities, and approaches from one another. Rather than depend on your memory, carry a notebook with you whenever you attend a workshop or session. Write down notes about elements of the training design and/or facilitation that you find particularly appealing and effective. Examples might include:

- A neat icebreaker
- An innovative way to break a large group into smaller teams
- A metaphor that illustrates a difficult or important concept
- A story that is relevant to many participant groups
- Discussion questions that promoted a high level of interaction in the group
- A sensitive but effective way to handle a disruptive participant
- Flip chart techniques that make the visual aids particularly attractive
- A participatory method for summarizing the day's work

Organize the notebook by categories (Openings/Icebreaker, Stories, Group Management, and so forth), by training event (such as July IST on Community Participation), or whatever approach makes sense to you. Each time you begin planning a workshop, browse through the notebook to see if some of these best practices fit into your new design.

SKILL INVENTORY FOR TRAINERS

PURPOSES OF THE INVENTORY:

- To help you identify the training skills you already have or need to develop in order to work successfully in this capacity building role
- To serve as a tool for giving and receiving feedback on trainers' performances during and after workshops; for example, you and your co-trainer may use the form to exchange perceptions and offer suggestions for improvements

HOW TO COMPLETE THE FORM:

For each skill area described on the following pages, consider your level of comfort and experience. Imagine yourself using the skill with a typical training group. Give yourself a rating according to the following scale:

3 = Feel comfortable taking a lead role in this skill area
2 = Feel comfortable, but would prefer to take a support role with another trainer in the lead
1 = Feel comfortable only with a limited role; need to develop more

Interpret each skill area from the starting point of cultural appropriateness—that is, virtually all of **these skill areas require an understanding and respect for the host culture** of the people you train.

PRESENTATION SKILLS

☐ Use climate-setting and/or opening activities that help participants begin thinking about the subject at hand and link the workshop to the larger framework of the community or organization.

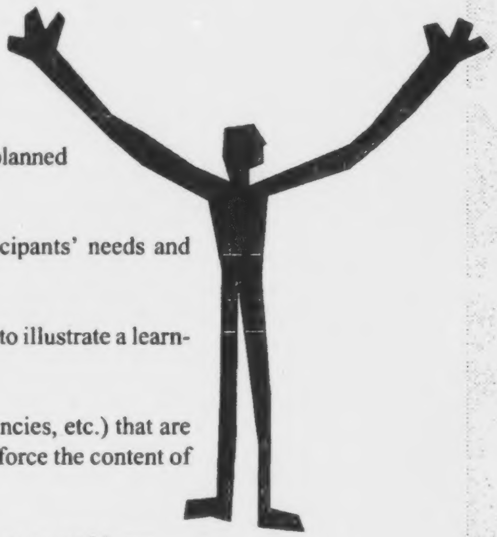
☐ Explain learning objectives and relate them to the planned activities of the session.

☐ Deliver interactive presentations that meet participants' needs and draw on their experiences.

☐ Use appropriate stories or work-related examples to illustrate a learning point or theory-technique application.

☐ Design and use visual aids (flip charts, transparencies, etc.) that are attractive, easy to understand, and support or reinforce the content of the session.

☐ Use closure activities that help participants reflect on and integrate workshop activities.



FACILITATION SKILLS

☐ Give clear and succinct instructions to guide participants through individual, small group, and large group tasks.

☐ Ask questions that promote discussion, stimulate thoughtful exchange among participants, and move the group toward accomplishing their learning objectives.

☐ Solicit feedback from participants regarding how well the training activities are meeting their needs, and make appropriate adjustments that take into account their feedback.

☐ Use active listening behavior to understand participants' concerns; maintain a nonjudgmental stance with participants.

☐ Offer timely and accurate summaries or paraphrases to assist participants in relating discussion to key learning concepts.

☐ Make culturally sensitive interventions that diminish disruptive behavior or resolve conflict among participants or between participants and trainers.

☐ Use a variety of discussion techniques to encourage participation from everyone in the group.

☐ Help group members balance the "product" and "process" aspects of the learning situation (for example: establish, monitor, and adjust group norms).

☐ Monitor small group and individual tasks; intervene as necessary to clarify goals or correct the group's course.

☐ Be able to facilitate a variety of experience-based small group activities including (rate each one):

____ role play
____ case study
____ games
____ other
____ brainstorming/prioritizing
____ simulations
____ questionnaires or surveys

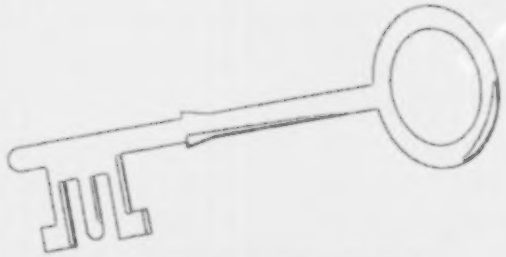
Identify the three skills in which you feel strongest and best prepared to work as a trainer.

1.
2.
3.

Identify the three most important skills you feel you need to improve as a trainer.

1.
2.
3.

[Adapted with permission from *AmeriCorps Supervisory Skills Training of Trainers.* National Crime Prevention Council, Washington, D.C. 1997]



KEY RESOURCES FOR MORE INFORMATION AND INSIGHT

101 Games for Trainers: A Collection of Best Activities from Creative Training Newsletter. Bob Pike and Christopher Busse. (Lakewood Publications, Minneapolis, MN) 1995. [ICE TR117]

101 Ways to Make Training Active. Mel Silberman. (Jossey-Bass Pfeiffer, San Francisco, CA) 1995. [ICE TR116]

Even More Games Trainers Play. John W. Newstrom. (McGraw-Hill, Inc., New York, NY) 1993. [ICE TR119]

Learning to Teach: Training of Trainers for Community Development. Jane Vella. (Save the Children Federation, Westport, CT) 1989. [ICE ED189]

Navamanga: Training Activities for Group Building, Health, and Income Generation. Dian Selsar Svendsen and Sujatha Wijetilleke. (OEF International—now UNIFEM, New York, NY) 1986. [ICE WD006]

Nonformal Education Manual. Helen Fox. (Peace Corps, Washington, DC) 1989. [ICE M0042]

PACA: Participatory Analysis for Community Action. (Peace Corps, Washington, DC) 1996. [ICE M0053]

Training Methods That Work: A Handbook for Trainers. Lois Hart. (Crisp Publications, Menlo Park, CA) 1991. [ICE TR096]

Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques – CEDPA Training Manual Series, Volume I. (Centre for Development and Population Activities, CEDPA, Washington, DC) 1995. [ICE TR111]

NOTES

4

Capacity Building
Toolkit

THE VOLUNTEER AS
CO-FACILITATOR

THE ROLES OF THE VOLUNTEER IN DEVELOPMENT

PEACE CORPS

THE VOLUNTEER AS CO-FACILITATOR

Capacity Building Toolkit 4

VOLUNTEER AS CO-FACILITATOR

IN THIS TOOLKIT

KSA Matrix and Learning Plan 2
What Is a Co-Facilitator? 2

MODELS, CONCEPTS, AND CASES 5

Facilitating Group Discussion 6
Understanding Group Process 8
Working with Different Types of Group Members 10
Feedback: What It Is and How to Give It 13
The Facilitator's Role in Group Development 15
Solving Problems and Making Decisions in Groups 23
Helping Community Groups Analyze and Prioritize Issues 26
Brainstorming and Listing 27
Decisions by Consensus 29
Planning and Facilitating Meetings 31
Stories from the Field: Papua New Guinea 35

IDEAS AND ACTIVITIES FOR PRACTICING THE CO-FACILITATOR ROLE 36

Practice Facilitating Discussions 36
Using "Decision Dots" 38
Using "Snow" Cards 40
Practicing Problem Solving Techniques 41
Reaching Consensus in a Group: A Values Clarification Exercise 42
25 Questions about Group Facilitation 44

KEY RESOURCES FOR MORE INFORMATION AND INSIGHT 45

VOLUNTEER AS CO-FACILITATOR

KSA MATRIX AND LEARNING PLAN

CO-FACILITATOR ROLE	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, skills, and attitudes (KSAs) you need for this role	Knowledge of sector-specific groups and projects; group dynamics theory; leadership styles; types of decisions; participatory methods	Listening, questioning, encouraging others; team building; facilitating group tasks; decision making, e.g., consensus; conflict resolution; co-leading meetings; modeling	Willingness to share leadership; trust in group process; patience and perseverance; respect for diversity
Your initiatives to learn more (Make a plan)	What knowledge you still need and where to find it: – – – – –	Skills you need to gain or improve and how you might work on further skill development: – – – – –	Things that will help you change any attitudes that will hinder your role: – – – – –

WHAT IS A CO-FACILITATOR?

A co-facilitator *assists* the community in deciding what it wants to do and then *partners with* the community to get the work done. As a co-facilitator, the Volunteer works jointly with a Counterpart or another community member to guide the group through a process to identify and discuss goals, make decisions, and carry out tasks that positively affect their well-being. He or she models good leadership and stewardship but makes sure the decision-making rights and responsibilities remain with the community.

In some ways, the role of a facilitator is like that of an orchestra conductor. They both try to ensure that all members of the groûp participate and contribute their unique talents, that the group is clear on what is to be accomplished, and that the group works smoothly together. However, there are two significant differences in their roles: (1) A conductor chooses the composition the orchestra will play, while a facilitator assists the group in deciding on their own agenda. (2) A conductor has a set score to follow, but a facilitator needs to remain flexible and move with the group to successfully complete the group's goals.

In capacity-building terms, the roles of "facilitator" and "trainer" are distinct, although they overlap in several key skill areas. For our purposes here, we distinguish between the two as follows: a trainer addresses specific requests from individuals or groups for new knowledge and skills relevant to their goals and pursuits; a facilitator guides a group through a process of expressing ideas, analyzing issues, making sound decisions, and building relationships. If you anticipate doing a lot of group facilitation *and* training, you will benefit from both of these toolkits.

Facilitation is an exciting and challenging role, but it requires excellent language skills and an understanding of the local culture and community issues. As a Volunteer you are likely to have opportunities to become involved in the facilitation of meetings and other community activities, and sometimes it will be appropriate for you to "take the lead." Much of the time, however, it is more productive to help a local person develop the skills to serve as facilitator.

EXAMPLES OF THE CO-FACILITATOR'S ROLE

1

Sam, an Agriculture-sector Volunteer, and the Director of a local Farmers' Association have decided to co-facilitate a series of meetings between association members and a Municipal Planning Committee about road construction and other transportation issues in the surrounding geographic area. The Association Director has been involved in informal discussions with the Planning Committee for several months and now the two groups will need to sort through several controversial issues and make decisions that will have long-term impacts on the area. Since Sam has a strong relationship with both of the community groups, the Association Director considers him an ideal person to help organize and co-facilitate the meetings. Sam spends considerable time planning with the two group leaders before they hold the first meeting.

2

Judy, a Small Business Volunteer, joins with the leader of a women's group to co-facilitate a team-building workshop with the women at the start of a small-scale income generation project. The group is newly formed and this is the first substantial project they have undertaken. The group leader is anxious about her high-profile role and wants everything to work smoothly. Judy helps the group leader identify the goals of the team-building sessions and suggests several activities. Once they have their plan in place, they discuss how they will co-lead the sessions. During the actual workshop, Judy limits her time in front of the group and uses participatory activities to focus group members' attention on themselves and their leader. As part of the closing session, Judy asks the group leader and members to make suggestions about how she might continue to support the group as they begin the income generation project. After the workshop, Judy meets with the group leader to debrief and make a plan for next steps.

3

Matt, an Education Volunteer, has been working for a few months with an extracurricular youth group. They have concentrated mostly on environmental care and now several of the strongest group members want to convene a town or neighborhood meeting to raise awareness and issues about youth participation in local government. Matt believes this meeting has the potential to be strategic for legitimizing the youth group's efforts and galvanizing needed support, but also risky in terms of alienating local leaders who may perceive the youth agenda as too radical. When he first started working with these young people, he never imagined they would get so involved! Through analyzing the situation, Matt realizes that he needs to engage another teacher or an interested person from the local community to team with him in guiding the group and helping them clarify their agenda to take to the public.

BEST COPY AVAILABLE

Capacity Building Toolkit 4

MODELS, CONCEPTS, AND CASES

QUALITIES OF A GOOD FACILITATOR

Becoming an effective facilitator requires time and experience. Learning by doing is the best way. Nevertheless, there are certain qualities that enable someone to become a good facilitator. These are outlined below:

- ☐ Trust in other people and their capacities
- ☐ Patience and good listening skills
- ☐ Self-awareness and openness to learning new things
- ☐ Confidence without arrogance
- ☐ Respect for the opinions of others, not imposing ideas
- ☐ Practice in creative and innovative thinking
- ☐ Ability to create an atmosphere of confidence among participants
- ☐ Flexibility in changing methods and sequences, not always sticking to a preset sequence or agenda
- ☐ Knowledge of group development including the ability to sense a group's mood and change methods or adjust the program on the spot
- ☐ A good sense for the arrangement of space and materials in order to create an attractive physical arrangement for participants
- ☐ Skill in drawing and handwriting

[Adapted with permission from *VIPP: Visualization in Participatory Programmes*, p. 39. UNICEF, New York. 1993. (ICE TR124)]

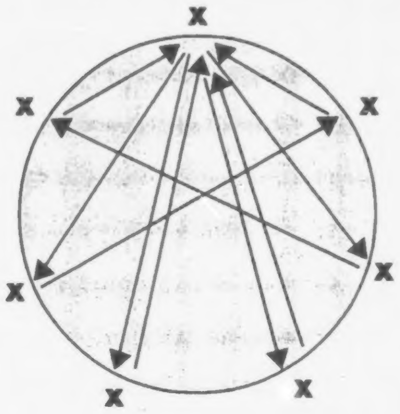
FACILITATING GROUP DISCUSSION

Facilitation of group discussion is a skill that encourages the group to express and discuss its own ideas. The group is the reservoir of knowledge and creativity; the facilitator serves the group by building trust, remaining neutral, and not evaluating or contributing his or her own ideas. The role of the facilitator is to encourage the discussion, help clarify when necessary, assist the group in summarizing their ideas, and keep them "on task" and moving toward their goal. The facilitator is concerned about the process; he or she does not control the content.

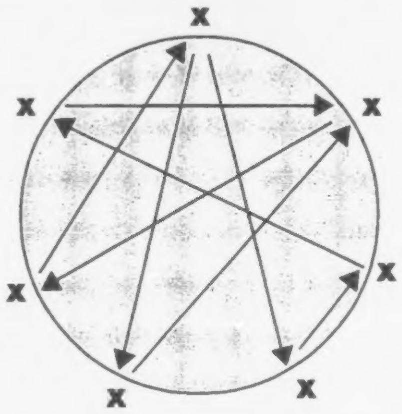
Facilitation requires skills in asking questions, listening and paraphrasing, and summarizing. It also demands careful attention to what is happening in the group. The facilitator may need to encourage quiet people, move the conversation away from dominant persons, and deal with disruptive persons.

There is no prescription for good facilitation. That said, one good rule is to **let the group do about 95 percent of the talking**. Facilitators need to be aware of how much they talk. They should not dominate the conversation or be the focal point. The diagrams below show the difference between controlling and facilitating a discussion.

CONTROLLING



FACILITATOR



Facilitators need to tolerate silence—even enjoy it! Silence can mean various things: a lack of understanding of a question or of the process, confusion, thinking or reflecting, or needing time to translate ideas and language.

Facilitators need to consider how the group views them. Often, non-verbal behaviors—such as nodding the head negatively, or gesturing toward a point one supports—shows the group the facilitator's point of view of what he or she expects from the group.

Specific skills that facilitators need are the following:

1. Asking Questions

Facilitators use questions to help group members bring out relevant information, clarify points of view, summarize information, and draw conclusions. These types of questions are particularly useful:

Open-ended – Can you give us some examples of…?
Probing – Will you explain a little more about that?
Encouraging other views – Can anyone provide another viewpoint or suggestion about this?
Summarizing – Will someone summarize the points presented so far?

2. Listening and Paraphrasing

Communication has been described as 80 percent listening and 20 percent speaking. Listening is a skill and a way of being with people. By listening actively, the facilitator tries to understand what a participant is saying, feeling, and thinking. The facilitator then checks for understanding by paraphrasing. The process of listening and paraphrasing is much like catching a ball and throwing it back. Listening and paraphrasing honor the contributions of the participants and also help to clarify issues for the group. Paraphrase starters:

What I heard you say was…….. Is that correct?
I think you said that…….. Is that right?
It seems to me, your viewpoint is……. Is that stated accurately?
You differ in opinion from Mary in that you think……. Is that right?

3. Summarizing

The purpose of summarizing is to:

a. pull important ideas, facts, or information together
b. establish a basis for further discussion or make a transition
c. review progress
d. check for clarity or agreement

Summarizing requires careful listening as it requires organization and systematic reporting back of information expressed. Summarized information ensures that everyone is clear about what transpired in that portion of the discussion. Wherever possible, encourage someone in the group to do the summarizing. Always ask the group or relevant members of the group "Does this summary capture your thoughts and ideas correctly?"

Starter phrases for summaries:

If I understand, you feel this way about the situation…
There seem to be the following points of view about this…
The group has presented these five issues so far…
I think we agree on this decision: what we are saying is that we…

[Adapted from *PACA: Participatory Analysis for Community Action*, pp. 114-116, Peace Corps, Washington, DC. 1996. (ICE M0053)]

UNDERSTANDING GROUP PROCESS

Every group has three basic elements, which exist at all times:

Structure: How the group is organized in terms of formal and informal authority and leadership; timing, location, and physical environment in which the group operates. Some groups have very little structure while others may operate in a well-defined and controlled structure.

Task: The reason the group exists; its task, work, purpose, and output.

Process: How the group works together within the structure to accomplish its tasks.

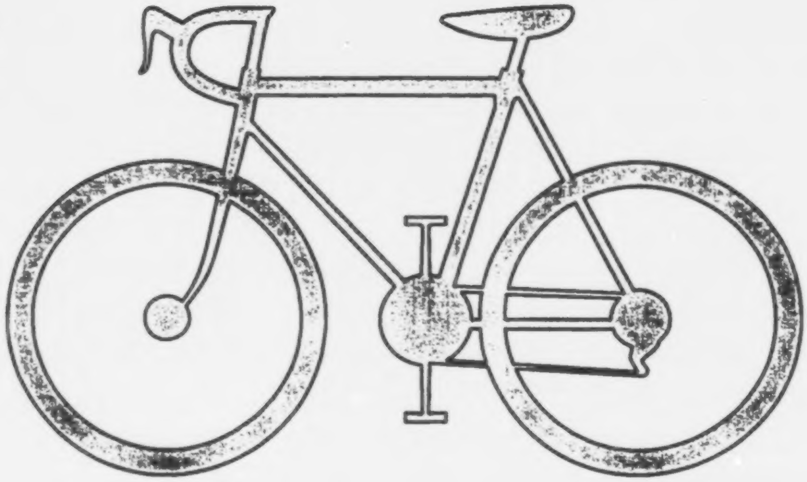
In group process, there are three basic needs that team members have:

- the need to **achieve tasks**
- the need to **maintain group cohesion** and well-being
- the need to **express** and satisfy **individual interests or desires.**

Everything people do during group interactions can be linked to one of these needs. Sometimes a group is focused too heavily on achieving the task and may forget to pay attention to the relationships among members. As a result, tensions may rise and simple problems may become "heavy." Other times, the group may emphasize maintaining relationships so much that they don't have time left to complete their tasks or they do them too quickly and sloppily. As a result, motivation of group members may decline and individuals may begin to lay blame on others. Sometimes when a group is under stress or has not developed well and members feel their needs are not being met, they engage in self-centered behaviors to try to draw attention either toward or away from themselves (e.g., dominate the discussion, clown around, withdraw).

You can encourage group members to play some specific roles that will promote a healthy balance between the functions of task (getting results) and maintenance (taking care of one another). A nice way to describe task and maintenance roles is to visualize the two wheels of a bicycle as shown on the next page. When you ride a bicycle, the front wheel steers you toward your destination, while the rear wheel stabilizes your motion and supports you on your journey. In a similar fashion, the task roles help the group reach its goals while the maintenance roles help group members feel supported and in harmony.

[Adapted with permission from ***On Becoming a Better Supervisor: A Resource Guide for Community Service Supervisors***, National Crime Prevention Council, Washington, DC. 1996.]



TASK ROLES FOR MEMBERS

Initiate tasks and discussions
Clarify the task
Offer ideas
Focus and summarize
Make decisions
Take notes
Close

MAINTENANCE ROLES FOR MEMBERS

Be a gatekeeper—include everyone
Encourage quiet members
Call people by name
Question and test for agreement
Use humor
Reduce tensions
Keep time

[Bicycle metaphor adapted with permission from ***Learning to Teach: Training of Trainers for Community Development***, p. 48, by Jane Veila. Save the Children, Westport CT. 1989. (ICE ED189)]

> *“If the people will lead,*
> *the leaders will follow.”*
>
> — Ghandi

WORKING WITH DIFFERENT TYPES OF GROUP MEMBERS

Ideally, in a discussion all group members participate equally. Rarely does the ideal happen. Factors such as cultural protocol, age, personality type, and historical relationships among the various group members affect the ways in which people interact. It is the facilitator's role to encourage active and equal participation, working to keep disruptive or controlling behaviors in check so that they do not prevent the group from completing its task(s). Below are some general guidelines for facilitators to keep in mind as they encounter different types of interaction behavior among participants.

1. Keep in mind the goal: to eliminate or minimize the behavior so that it does not continue to disrupt the group process or isolate some members from participating.

2. Diagnose accurately; take time to think through:
    - What is the "problem" behavior?
    - Why is it happening?

3. Wait to respond.
   Give yourself time to assess the situation carefully.
   Give the person a chance to change his or her behavior.
   Give the group a chance to control the behavior themselves.

4. Care about everyone in the group. Everyone has needs and should be respected. Try to address all group members according to what they need. Maintain the self-esteem of the person causing the problem by intervening carefully and appropriately.

5. Take the appropriate action and follow-up.
   Identify possible alternatives.
   Select best alternative to minimize the disruption while maintaining everyone's self-esteem.

On the following page, we describe several "difficult" behaviors and potential actions to alleviate the problems. Since people's behaviors vary with the culture, review the list with your Counterpart or trainers and determine how relevant it is to the group dynamics you have observed in your local community. Use the worksheet on the second page to determine some "Possible Actions of the Facilitator" appropriate for your cultural situation.

WORKING WITH DIFFERENT TYPES OF GROUP MEMBERS

Type of Behavior	**Possible Reasons**	**Possible Action of Facilitator**
Domineering, controlling	• Eager • Well informed • Formal or informal leader in community	• Keep silent; let group respond. • Recognize contribution and redirect to someone else. • Avoid looking directly at the person. • Establish a procedure whereby everyone contributes one idea before group discusses. • Ask person to summarize ideas so others can contribute.
Argumentative, uncooperative	• Combative personality • Hidden agenda • Personally upset by some other situation • Threatened • Forced participation	• Identify areas of disagreement and decide if they should be discussed now or "parked" for later. • Direct conversation away from person. • Let group handle him or her. • Set and reinforce group norm or rule that all ideas are acceptable.
Silent	• Timid, insecure • Never given a voice (due to age, gender, social class, or ethnic group)	• Encourage with eye contact or invitation to speak. • Speak to privately to find what she/he is thinking or feeling. • Use icebreakers and warm-ups to make the environment more comfortable. • Direct questions to this person when she or he has expertise or shows non-verbal willingness to speak.
Side conversationalists	• Need to clarify, maybe through translation • Not interested in discussion • Culturally acceptable to do this	• Set group norms or guidelines at beginning of meeting. • Stop meeting and say everyone needs to hear everything. • Address needs for translation beforehand. • Make sure points are clarified throughout discussion.

> “*Speak silver, reply gold.*”
>
> — **Swahili proverb**

MAKE YOUR OWN "WORKING WITH DIFFERENT TYPES OF GROUP MEMBERS" WORKSHEET

Type of Behavior	Possible Reasons	Possible Action of Facilitator (fill in this column according to what you have observed in your community)
Domineering, controlling	• Eager • Well informed • Formal or informal leader in community	• • •
Argumentative, uncooperative	• Combative personality • Hidden agenda • Personally upset by some other situation • Threatened • Forced participation	• • •
Silent	• Timid, insecure • Never given a voice (due to age, gender, social class, or ethnic group)	• • •
Side conversationalists	• Need to clarify, maybe through translation • Not interested in discussion • Culturally acceptable to do this	• • •
Other?	• • •	• • •

[Adapted from ***PACA: Participatory Analysis for Community Action Handbook***, pp. 117-119. Peace Corps, Washington, DC. 1996. (ICE M0053)]

FEEDBACK: WHAT IT IS AND HOW TO GIVE IT

Feedback is a way of helping another person understand the impact of his or her behavior on others. It is a communication to a person (or a group) that gives that person information about how he or she affects others. Feedback helps people keep their behavior "on target" and thus better achieve their goals. It may be positive or "corrective" in nature, though people usually find it harder to give feedback that concerns negative behavior and impact.

As facilitators, we need to be able to offer feedback to group members and to solicit feedback on our performance from them as well. Examples of feedback in the context of group work might include:

- Giving feedback to a group member who is constantly dominating the discussion
- Asking group members to give one another feedback on how well they did a particular task (what worked about that approach? What are some suggestions that could help us do it better the next time?)
- Explaining to a team several positive ways in which it has developed and become more self-sufficient
- Asking your Counterpart how you could improve your process skills with the community groups with whom you work

Every culture has mechanisms for providing feedback, oftentimes in forms that are less direct than the typical Western approach. For example, many people use a third party (a friend, colleague, or relative) to convey constructive feedback rather than say it directly themselves. Sometimes people will use metaphors or stories to get across their message. In some cultures, "saving face" and avoiding confrontation are extremely important. Try to observe and find out what feedback approach is most appropriate for you where you live and serve. [See ***Culture Matters***, Chapter 3, "Styles of Communication" (ICE T0087) for more insights about interaction in different cultural contexts.]

In North American culture, feedback is considered more effective when the following criteria are used:

1. **It is specific rather than general.** To be told that one is talkative will probably not be as useful as to be told that "just now when we were deciding the issue, you talked so much I stopped listening."
2. **It is descriptive rather than judgmental.** By describing one's own reaction to another's behavior, it leaves the individual free to use it or not to use it as he or she sees fit. Avoiding judgmental language reduces the likelihood of a defensive response. (Judgmental:

"You don't care about this project!" Descriptive: "You haven't attended the last three work sessions and the other group members are having trouble keeping up with the tasks and staying on schedule without you. How can we get back on track?")

3. **It takes into account the needs of both the receiver and the giver of feedback.** Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end. (Inappropriate: [Volunteer speaking to Counterpart] "I wish you'd helped me out more today when I got so tongue-tied in front of the group—I sounded like Tarzan." More appropriate: "I know it's considered impolite to interrupt, but I really need your help sometimes when I get flustered and tongue-tied with the language.")

4. **It is directed toward behavior that the receiver can do something about.** Frustration is only increased when a person is reminded of shortcomings over which he or she has no control.

5. **It is solicited rather than imposed.** Feedback is most useful when the receiver has formulated the kind of question that those observing can answer.

6. **It is well timed.** In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, the support available from others, and so forth).

7. **It is checked to ensure clear communication.** One way of doing this is to have the receiver try to rephrase the feedback in order to see if it corresponds to what the sender had in mind.

8. **It is checked with others to ensure accuracy.** Both the giver and the receiver of the feedback should check with others in the group as to its meaning. Is this one person's impression or an impression shared by others?

How would the above list need to be modified to provide effective feedback in your host country?

[Adapted with permission from *Feedback Guidelines* by James McCaffery, Training Resources Group, Alexandria, VA. 1982.]

THE FACILITATOR'S ROLE IN GROUP DEVELOPMENT

STAGES OF GROUP DEVELOPMENT

People get together to work in groups for many different reasons. Sometimes they need to work on one single issue for a limited amount of time. For example, if an agency will provide sewing machines only to women's sewing cooperatives, a group of women may get together to qualify to receive a couple of sewing machines. Once they have obtained the machines, the group disbands and the machines go to individual homes. Other times, people may want to work together in a sustained way to achieve medium- or long-range goals they hold in common. Whatever their goal and term of existence, all work groups move through several predictable stages of development as they grow from being a loose collection of individuals into more cohesive and productive teams. In reality, few groups ever reach the final stage of being completely self-sustaining.

As a facilitator, you can help your group(s) move through these stages more gracefully if you are able to recognize the specific stage they are in and offer the appropriate kind of support. As you read through the following descriptions, think about what you might do at each particular stage to help your group(s) grow stronger.

STAGE 1: FORMING

- Everyone is uncertain about what is going to happen.
- There is no organization and there are no officers.
- Members wonder about who they are, how they will work together, and what their roles will be.
- Establishing common expectations is the main issue.
- Leadership begins to emerge informally.
- Membership is relatively small.
- Some groups disband without ever getting beyond this stage.

STAGE 2: START PERFORMING

- The group has agreed upon at least a general purpose and has decided on an initial project.
- Some standard ways of doing things begin to emerge.
- Small successes are achieved; members are optimistic; no bad experiences have happened yet.
- Procedures and protocols for getting things done have become more established.
- Formal organization begins to take shape (elect officers, etc.).

- Members begin to take the group seriously and believe in it.
- Commitment is high.
- Members feel that their goal is realistic and they expect success.

STAGE 3: STORMING

- Group experiences first crisis, a serious unexpected obstacle.
- Only two or three members come to an important meeting when many were expected.
- Hidden conflicts within the group emerge or become apparent.
- Members start blaming one another.
- Less commitment and a "wait and see" attitude develop.
- Dropout rate (or threats to drop out) increases.
- Less work is accomplished.

STAGE 4: NORMING

- Recovery from first crisis results in stronger organization and clearer objectives.
- Members know each other better and work together more easily.
- Active membership may be small, sometimes less than 10, but is effective.
- Others do not come to meetings regularly but help in other ways.
- Members are very strongly committed to group's goals.
- Leadership is stable and well developed.

STAGE 5: HIGH PERFORMING

- Goals are likely to be achieved.
- Members are exuberant—"on top of the world."
- Group is likely to receive publicity and favorable notice from the rest of the community.
- Local politicians and others who perhaps have been enemies in the past may approach group leaders. Group's leadership may be invited to join the establishment.
- Self-confidence is at an all-time high.

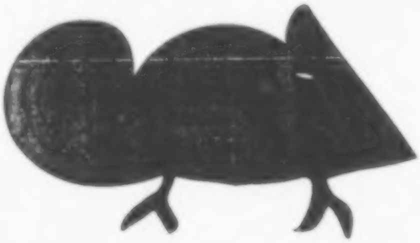
STAGE 6: ADJOURNING OR RE-ALIGNING STAGE

- Pace slows down; self-confidence turns into complacency.
- Number of people at meetings drops sharply. Some new members may attend one meeting, but they are not made to feel welcome and rarely come back.
- Commitment drops; members shift energies to their families or jobs which they may have neglected during the height of the group's activity.
- Leaders become discouraged; some members, including leaders, may wish to retire. They believe they have made their contribution.
- Group's action becomes social rather than issue oriented.

STAGE 7: SELF-SUSTAINING STAGE

Ultimately the group becomes stable and established in the community. Group is also acknowledged and respected in the community. It is no longer dependent on the Volunteer or other external groups for its survival, but rather has mutually beneficial partnerships with groups and individuals. It has developed effective procedures for carrying out essential functions, including:

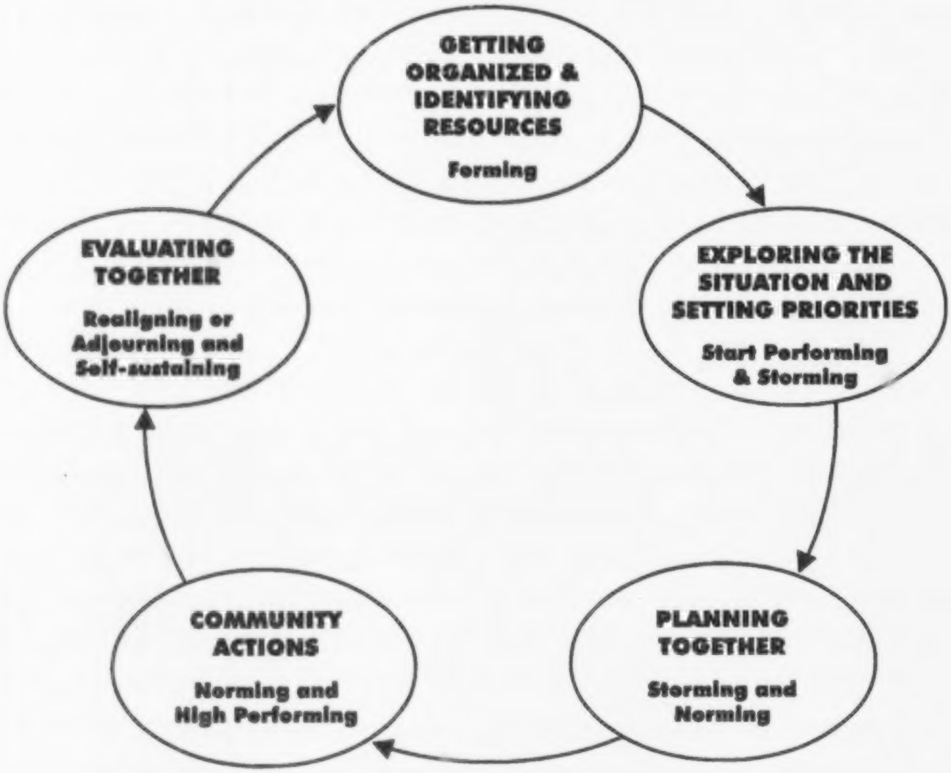
- Planning and goal setting
- Accomplishing its goals
- Leadership development and rotation
- Problem solving and handling crises
- External relations and getting outside advice
- Evaluation



It may be helpful to think of the different stages of group development in the context of the Community Action Cycle (CAC). Typically, the "forming and start performing" stages of group development occur in the "getting organized" and "exploring the situation/setting priorities" phases of the CAC. The "storming" stage often occurs at the end of the "exploring the situation and setting priorities" stage and/or during the "planning together" phase of the CAC. The "norming" stage often occurs at the end of the "planning together" phase when plans are being finalized and coordination mechanisms put into place. The "high performing" stage often occurs during the "community action" and "participatory evaluation" phases of the CAC. Finally, "adjourning" or "realigning and self-sustaining" may occur at the end of the "participatory evaluation" phase. At this point, group members may renew their commitment to the same development focus and determine whether they would like to maintain the same structure, roles, and responsibilities and composition or change the makeup of the group (returning to the "forming" stage and "getting organized" phase of the CAC).

[The Community Action Cycle diagram and associated text is adapted with permission from ***How to Mobilize Communities for Health and Social Change*** (draft form) by Lisa Howard-Grabman and Gail Snetro, Save the Children Federation, Westport, CT. 1989.]

GROUP DEVELOPMENT STAGES IN THE COMMUNITY ACTION CYCLE


GETTING ORGANIZED & IDENTIFYING RESOURCES
Forming
EXPLORING THE SITUATION AND SETTING PRIORITIES
Start Performing & Storming
PLANNING TOGETHER
Storming and Norming
COMMUNITY ACTIONS
Norming and High Performing
EVALUATING TOGETHER
Realigning or Adjourning and Self-sustaining

STAGES OF GROUP DEVELOPMENT AND YOUR ROLE AS TEAM BUILDER

For each of the stages described on the previous pages, there are some actions you can take as a facilitator that will help your group grow into a cohesive team. We list a few of these below. However, keep in mind that every group has its own personality as well as cultural norms, and as such, we cannot prescribe exactly what you should do. Talk to other Volunteers and their Counterparts who have been working with groups in your host country—what have they observed about stages of group development and what they have they done or are they doing to help build teams?

NORMING STAGE

The work of the Volunteer varies according to the amount of initiative shown in the group. In many cases, the Volunteer must be the "glue" that holds the group together. This may mean you will need to:

With any group—

- Get to know the members individually—what are their interests, concerns, lifestyles?
- Build a relationship of trust. Help people whenever possible and expect help in return.

With groups needing more assistance—

- Collect information on issues of importance to them.
- Lead initial planning meetings.
- Do intensive follow-up after the meetings to make sure that tasks are being carried out.
- Build commitment among members by helping them gain recognition.
- Help the group set realistic goals.
- Do everything you can to ensure the group's first steps will succeed.

ADD MORE IDEAS:

START PERFORMING STAGE

You may need to still be directive at this stage, but begin to transfer skills and responsibilities to those in the group.

- Discourage overconfidence by helping the group maintain realistic goals.
- Anticipate problems that may be building beneath the surface and prepare the group for them.

- Encourage the group to expand its membership.
- Help the group improve its skill in getting things done, running meetings, performing the basic functions of maintenance.
- Reinforce the commitment of the members.
- Avoid taking credit for the group's success—pass recognition along to the group members.
- Pass on information to the group.
- Encourage and help members to take leadership and responsibility even when this takes more time than doing it alone.
- Encourage group members to sign up for and perform routine duties such as making arrangements for the meeting place and so forth. The members should be doing these tasks now, not you.

ADD MORE IDEAS:

STORMING STAGE

Virtually all groups experience a fall—the idea is not to help the group skip over this phase, but rather to help them survive it, learn and grow from the experience, and move on to the next phase.

- Don't get depressed.
- Help group members and yourself refrain from blaming other individuals in the group.
- Provide a little humor, a little perspective, and a lot of faith and confidence.
- Help the group analyze the reasons for the crisis.
- Train the group in problem solving and conflict resolution.
- Encourage the group to set new goals, if necessary.

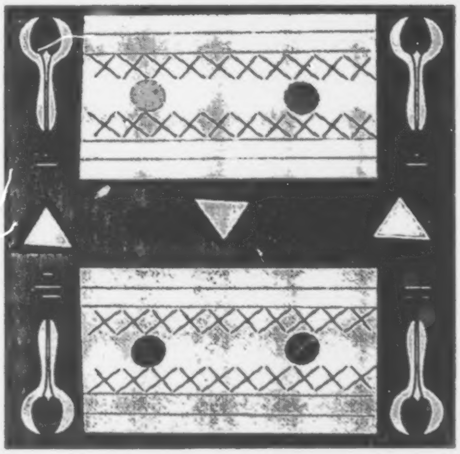
- Help the group develop new leadership, if necessary.

ADD MORE IDEAS:

NORMING STAGE

Skills transfer may be easiest at this stage.

- Pass the responsibility for planning on to the group as soon as possible.
- Train group leaders and others.
- Help the group develop and refine the essential processes to carry on. These include:
  - planning and goal setting
  - meeting and celebrating its goals
  - recruitment
  - leadership development
  - group maintenance
  - resource identification and mobilization
  - problem identification and solving
  - partnership building/networking (getting outside help and advice)
  - evaluation of the group's work and identification of areas for strengthening



ADD MORE IDEAS:

HIGH-PERFOMING STAGE

Strengthen and support the group; serve them as a resource.

- Encourage celebration of accomplishments.
- Refuse to take credit for the group's success.
- Help the group decide if it wants to continue and, if so, encourage members to begin looking for new opportunities and setting new goals.

ADD MORE IDEAS:

ADJOURNING OR REALIGNING STAGE

As necessary, facilitate the group's decisionmaking.

- Explain what is happening and discuss it openly; talk frankly about motivation and help the group make decisions about renewal or disbanding.
- If the group wants to continue, support them in setting new goals and work plans; help the group broaden its horizons.
- Help the group institutionalize the gains it has made so that they are not lost in the slowdown.
- Help the group find new members and rotate its leadership.
- Encourage members to draw on their networks and coalitions for support (e.g., new ideas, training, and so on).

ADD MORE IDEAS:

SELF-SUSTAINING STAGE

Share your admiration for their work with the group itself and with others.

- Feel proud for everyone in the group, including yourself.
- Look to this group as an example for others.
- Have members from this group work with you in other groups that may be at a different stage.

ADD MORE IDEAS:

[The description of group stages is adapted from the Tuckman Model of Group Development developed by Bruce Tuckman (1965) and from Peace Corps/Nicaragua training materials, including adaptation of the article "Guide for the Perplexed," reprinted in *VISTA CURRENTS*,AmeriCorps*VISTA, Washington, DC.]

SOLVING PROBLEMS AND MAKING DECISIONS IN GROUPS

Every group has issues and problems it needs to address in order to make wise decisions and move forward in its work. The basic steps for problem solving are:

1. **Identify and clarify the issue or problem.**
   Group members must be clear on what the problem is before they take steps to resolve it. Since people may have very different perceptions about the issue, it's important to have each person offer his or her understanding and then push for better clarity. Sometimes you will need to break the problem down into smaller pieces and/or look for underlying causes in order to define it.

2. **List the alternative solutions.**
   This is the time for creative thinking. Use a technique like brainstorming to get out as many different thoughts and ideas as possible. Don't prejudge ideas and don't jump too fast to select a particular solution. The result of this step should be a list of all possible ways to address the issue.

3. **Evaluate the solutions and decide on the best alternative.**
   All of the possible solutions should now be reviewed to determine whether they are likely to solve the problem and whether their implementation is feasible. Techniques that may be helpful at this point are identifying the advantages and disadvantages of each option or applying a specific set of criteria for success. Sometimes the group analysis will produce a new option that builds on several of the earlier propositions. The result of this step is the identification of the most desirable option.

4. **Implement and monitor the decision/solution.**
   To ensure that the decision or solution is carried out and has a chance to work, the group should devise a plan for implementation. The level of detail in this plan will depend on the complexity of the issue and the solution. At a minimum, the group should determine the action steps, resources required, and key roles and responsibilities. Monitoring involves checking the process and outcomes—are they having the desired effect? Is the solution working, and if not, what adjustments should we make?

PROBLEM-SOLVING AND DECISION-MAKING TECHNIQUES

TECHNIQUES TO DEFINE AND CLARIFY THE ISSUE/PROBLEM:

Round Robin – The leader goes around the room, asking each person in turn for his or her input.

Key Word Analysis – Each group member is asked to give his or her definition of key words in the basic problem statement. For example, if our problem is "we do not have access to quality health care services for our children," then the key words to analyze include "access," "quality services," and "children." (That is, what do we mean by access? What kinds of services do we expect and what is our standard for quality? Children up to what age?)

Nominal Group Technique – Each person writes down ideas before sharing them with the group, allowing everyone to think about the topic and offer his or her thoughts.

Graphic Illustration – Each member, either individually or in a team, illustrates the problem as he or she sees it, through drawings, cutouts, or illustrations.

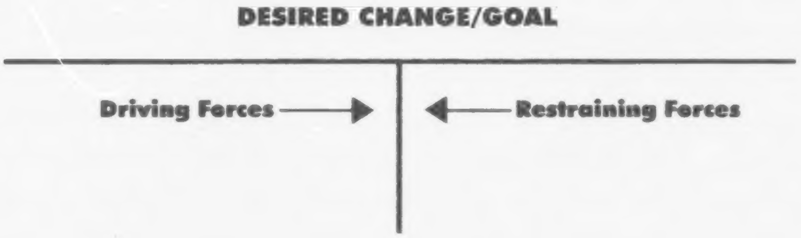
Role Reversal – Group members adopt one another's roles in an effort to understand one another's positions. For example, a teacher might ask boys and girls to switch roles to explore the impact of non-school responsibilities on their studies.

Problem Tree – The group constructs a visual diagram of the problem, showing its causes and effects. The "trunk" of the tree is the main problem, the "roots" are the causes, and the "branches" are its effects. The visualization of the cause-effect relationship helps to prevent the common error of solving only a symptom of the problem.

TECHNIQUES TO GENERATE POSSIBLE SOLUTIONS:

Brainstorming – Group members generate as many ideas as possible for solving the problem. The facilitator records each suggestion and does not allow the group to evaluate or judge any of the ideas until the "storm" is over. (See the next reading in this section for more details on brainstorming.)

Force-Field Analysis – Group members work together to identify the forces driving toward or restraining against solving the problem or reaching the desired goal. Once they have identified the forces on both sides, the group looks for strategies that will strengthen the driving forces or, alternatively, diminish the restraining forces and allow them to reach their goal. The diagram below illustrates how the analysis is charted.



TECHNIQUES FOR REACHING CONSENSUS/ CHOOSING THE BEST SOLUTION OR OPTION:

Straw Votes – Straw votes are non-binding votes that "take the temperature" of the group. Each member votes informally by a show of hands. This technique usually enables the group to delete some solutions and concentrate on others.

Rank Order – Group members are asked to rank-order the alternatives. The least popular alternatives are omitted. [See the ***PACA: Participatory Analysis for Community Action***, Peace Corps, Washington, DC. 1996. (ICE M0053) for instructions on different ways to use ranking with groups.]

Applying Criteria – The group identifies its criteria for an acceptable solution by completing the statement "an ideal solution to this problem would have these characteristics…" and then applies the criteria to each solution on the list. (See *Toolkit 2: Volunteer as Change Agent* and the ***PACA: Participatory Analysis for Community Action***, Peace Corps, Washington, DC. 1996. (ICE M0053) for more information on this technique)

Weighted Voting – Each participant gets several votes (usually in a ratio of 1:3 in relation to the number of alternatives on the list) to distribute among alternatives he/she thinks are more desirable. Participants may vote more than once for items they particularly like. The most unpopular alternatives are eliminated.

Negative Voting – Ask if any member of the group cannot live with a specific solution.

Listing the Pros and Cons – The group identifies the advantages and disadvantages of each option.

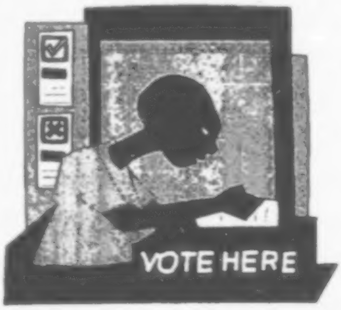
SOME COMMON ERRORS IN PROBLEM SOLVING

- ☐ The problem is not clearly defined or the group does not have enough information to understand the problem.
- ☐ The problem is stated too narrowly. Only a symptom is dealt with—not the real problem.
- ☐ Tentative solutions are chosen too early in the process (before the problem is understood).
- ☐ Some major constraints to solving the problem are overlooked or ignored.
- ☐ Traditional solutions are preferred despite lack of effectiveness.
- ☐ An implementation plan is not developed or not well thought out.
- ☐ Resources needed to carry out a solution are not clearly specified and obtained early enough in the process.
- ☐ The cost (in time and/or money) of the solution is not weighed against the potential benefits.

HELPING COMMUNITY GROUPS ANALYZE AND PRIORITIZE ISSUES

DIFFERENT WAYS TO DISCUSS A LIST OF COMMUNITY OR GROUP ISSUES BEFORE SETTING PRIORITIES

Some of the following suggestions may provide appropriate ways to discuss the issues your community or group has identified as important. Depending on your list, select one or two ways to look at the choices—you need not use all of them.



1. Urgency
2. Level of interest or need: men/women/girls/boys, other differences
3. Resources—"doable" with locally available resources
4. Cause-effect analysis (for problems)
5. Scope or complexity—time involved, outside resources, and so on
6. Risk
7. Links to other projects, other organizations working on the issue, sources of support or information

POSSIBLE RANKING CRITERIA

Often ranking is done by using the criteria "Which is most important?" Though useful to know, it may be that the most important items are not ones within the power of the group or community to address. A second ranking using one of the suggestions below might bring to the top of the list more "doable" project ideas.

- Which can we do within a year?
  - complex vs. simple
  - short-term vs. long-term
- Which will benefit the most people?
- Which might bring the biggest impact?
- Which can we do with our own resources?

HOW (PHYSICALLY) CAN ITEMS BE RANKED?

- Traditional ways of decisionmaking (whatever means are culturally known and appropriate)
- Sampling various subgroups
- Discussion to reach consensus
- Voting
  - Physically placing votes (stones, corn kernels, etc.)
  - Voting by raising hands
  - Secret ballot

BRAINSTORMING AND LISTING

Brainstorming and listing are techniques that groups may use to explore and address issues of concern. Both techniques are extremely useful, but people often confuse them. Here is a description that will help you understand the distinctions between the two and use them appropriately in your work with groups.

Brainstorming is a *divergent thinking process* that encourages us to *broaden* our range of thinking and ideas. In other words, brainstorming is a creative thinking technique in which we take a question or issue of concern and explore its possibilities. For example, we might ask, "What could make our PST more participatory?"

To help us establish a good climate for creativity, we need to follow four rules when brainstorming:

1. **No judging of ideas.** Not judging or evaluating ideas for a certain period of time allows us to form new connections and perspectives on the ideas put forth. Withholding judgment and comment also encourages us to let our ideas flow more freely.
2. **Quantity of ideas is important.** The more ideas we have, the better the chance that we will have some good ones!
3. **Adding on to others' ideas is encouraged (as in "piggybacking").** Sometimes we make an association from another's idea that enables us to refine or even go off in a different direction.
4. **Crazy, unusual, or creative ideas are encouraged.** It is often through the unusual that we eventually come up with an idea that works (the solution we had been seeking but didn't know it).

Once we have finished the brainstorming activity, we still need to analyze and judge the ideas on our list and develop them into viable alternatives for group decision making. Begin this process by helping the group

- Eliminate duplicate ideas;
- Cluster ideas under various themes or topics; and
- Come up with a list of ideas to examine, explore, and develop further.

Listing is a *convergent thinking process* where the group is trying to *recall or research a limited set of responses.* For example, if the group wanted to determine how many organizations in a given district provide maternal and child health care services, it would use a listing process. There are a specific number of organizations providing such a service. On the other hand, if the group wanted to determine how to encourage new mothers to use available services, the group would use a brainstorming process. There could be a multitude of creative ways to interest mothers, not a limited set of approaches.

[Adapted with permission from ***Facilitation Skills: An Introductory Guide***, pp. 93-95, by Dian Seslar Svendsen and Rolf Sartorius. Social Impact and Project Concern, Reston, VA. 1997.]

> ***"When elephants fight, it is the grass that suffers."***
>
> — Proverb of the Kikuyu people of East Africa

DECISIONS BY CONSENSUS

Consensus decision making involves a deep exploration of the issue(s) and the possible options or solutions. **Consensus occurs when all members of a team are committed to the decision and believe that it is the best agreement or choice they can make collectively.** It does not necessarily mean that everyone agrees 100 percent with the decision, but it means they can support it and do not feel they are compromising their ethics, values, or interests in doing so.

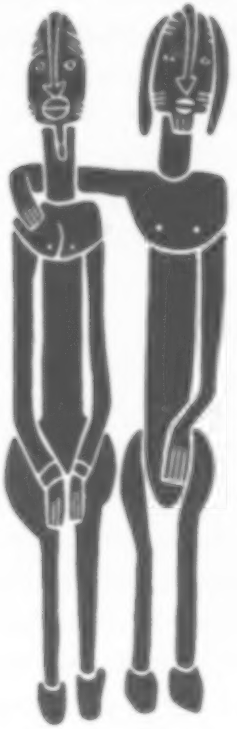
If the consensus process is managed well, people generally feel a high degree of satisfaction about it and a commitment to the decision. That said, people often overuse consensus. Since it requires significant time and energy, consensus should be used in situations where there is a high need for commitment from everyone for the decision or action to be a success. Generally speaking, consensus works best when:

- the group has clear authority to make and implement the decision
- time for discussion is plentiful
- the need for buy-in is high
- quality of the decision must be high
- the possibility for consensus is present
- expertise on the topic exists among group members (or may be tapped from an accessible resource person)
- the amount of division on the issue is not so high that it makes consensus impossible
- working relationships in the group make discussion, creativity, and flexibility possible
- the group is focused on a shared goal that can help individuals rise above differences

As you get more and more involved with groups in your community, you will notice many opportunities for consensus building. One example would be a case in which the local community wants to establish a parent-teacher association. The parents and teachers want to reach agreement—consensus—on their main goals and respective roles and responsibilities in the new partnership. The association will only work if both groups feel committed and do their part. The school principal has already said he will support whatever the group determines its best plan to be.

Whenever you are co-facilitating a consensus-building discussion, **remain as neutral as possible and try not to influence the group one particular way or another.** Be aware of your own biases about the issues or certain people in the group so you can adjust for them. Also, **ensure that all members get equal opportunity to ask questions, voice concerns, or offer alternative suggestions.** Use round robin or other techniques that will facilitate individual contributions. If cultural norms prevent direct participation by some community groups, consider holding discussions in smaller separate groups (such as women-men, youth-adult, and others) and then using an alternative ranking method to reach final decisions.

[Adapted with permission from: "Facilitating for Consensus" by James A. McCaffrey, in ***Facilitation Skills for Trainers, Facilitators, and Group Leaders, Volume II,*** Training Resources Group, Inc. Alexandria, VA.]



"A good friend is one who tells you your faults in private."

— Anonymous

PLANNING AND FACILITATING MEETINGS

Facilitating group meetings in a culture different from your own is tricky, as how people behave may have entirely different meanings than you expect. In the U.S., if some group members are silent, people may assume they are shy, or that they don't have any ideas or strong feelings about the subject, or that they feel intimidated by other group members (including the facilitator). But in some cultures, the highest status individuals may be the quietest, showing their wisdom and respect for others by their ability to reflect and hold back the first idea that comes to mind.

Setting an agenda, dealing with disruptions, keeping the group on task, and reaching consensus all are culturally based behaviors. Expecting groups in your host country to act like Americans can be frustrating and counterproductive.

Before attempting to co-facilitate a meeting with a local group, use your cross-cultural skills and your ability to observe and ask discreet questions to understand group behavior in your host country. Go to local meetings and/or work alongside a local group. Observe and then discuss your observations with trainers, peers, Counterparts, and/or friends. Look for some of the following:

- What formalities are observed? Who opens and closes the meeting, and how?
- Where do people of different status sit? (Consider age, gender, politics, ethnic group, and so on.)
- How are topics introduced? By going straight to the point? By careful indirection?
- Which topics are introduced first? (In some cultures, the most important ones are saved for last.)
- What seemingly irrelevant topics are introduced? Are they really irrelevant?
- How do people get permission or find an opening to speak? Are there people who have no voice?
- How long does it typically take the group to decide on something? What is the process for coming to a decision?
- How do people express their dissatisfaction with another group member? By quiet ostracism? By pointing out the behavior directly?
- What kinds of decisions are made *outside* the meeting? Where and how are they made? By whom?
- How are decisions or other data recorded and kept?
- [Add your own questions]

Once you feel ready to take on the responsibility of organizing a meeting, invite your Counterpart or one of the group leaders to co-facilitate with you. Ask your co-facilitator to help you adapt the guidelines below to make them acceptable and compatible to local norms. (If you are in PST, practice co-facilitating meetings with your training group before doing it in the host community.)

GUIDELINES FOR EFFECTIVE MEETINGS

PREPARATION (WITH YOUR CO-FACILITATOR)

- Clarify the purpose of the meeting. (What is the overall goal or reason for bringing these people together?)
- Determine who should attend the meeting. Check the list again after you've developed the agenda.
- Develop the agenda. (Gather suggestions or pertinent information from others, as necessary.)
- Prioritize the agenda. (Sometimes it is better to start with an item you can easily get agreement on to get the group in a positive frame of mind before you tackle the tough issues.)
- Organize the agenda in terms of:
    - **What** the issue is
    - **Who** has responsibility for leading the discussion of each issue
    - **How much time** is allocated for each issue
    - **What outcome** is expected in relation to each issue (e.g., a decision, common information, list of options, recommendations)
- Identify and announce, with lead time, any pre-work that needs to be done by people attending.

- Let all attendees know the time, place, and duration of the meeting in writing or by other means appropriate to your group. Clarify any special roles you may want them to assume during the meeting.
- Discuss with your co-facilitator how you will share the responsibilities of the meeting.

RUNNING THE MEETING (WITH YOUR CO-FACILITATOR)

- Start the meeting on time (whatever "on time" might mean in your host culture).
- State the purpose of the meeting.
- Present the agenda and adjust if necessary.
- Introduce any visitors and explain why they have been invited.
- Manage the process of the meeting:
    - Keep people on track.
    - Work from the agenda.

- Ensure that participants feel comfortable about their opportunity to speak and contribute ideas and opinions.
  - Check with the group to see that each item has been completed.
  - Manage the time spent on each item.
  - Deal effectively with interfering or overbearing group members.
  - Keep notes on newsprint or blackboard if possible. (A visible record helps the group focus on the task, eliminate repetition, produce clarity, and review complete notes for analysis and decisionmaking.)

- Review the action items that were generated in the meeting before adjourning.
- Critique the *process* of the meeting:
  - How well did the meeting go?
  - How well did we work together?
  - What could be done to improve the next meeting?
- If the leadership is being rotated, identify the leader for the next meeting.
- Decide and confirm the date, time, and location of the next meeting.
- Thank participants and adjourn the meeting on time. (Ending ahead of time is great, too!)

FOLLOW-UP (WITH YOUR CO-FACILITATOR)

- Prepare and distribute the minutes of the meeting within a few days' time.
- Be sure that anyone who missed the meeting is informed of decisions or actions taken that will affect them or issues that they will be responsible for handling at the next meeting.
- Take a deep breath and start the process all over again!

ROTATING ROLES IN MEETING MANAGEMENT

If you are going to be conducting regular meetings with the same group of people, you can encourage leadership and share responsibility by using a management technique called rotating roles. In rotating roles, you select or ask four people to volunteer for the roles of facilitator, timekeeper, recorder, and process observer for each meeting. At the end of every meeting, four more people sign up to perform these same roles the next time. Group members continue rotating through the roles and, over time, polish their skills in meeting management. Briefly, the roles are:

Facilitator: The facilitator basically runs the meeting by working through all of items on the agenda as productively and efficiently as possible. The facilitator keeps the group focused, ensures everyone's participation, and manages people's "airtime." [You and your Counterpart can work one-on-one with the facilitator ahead of time to make sure she or he feels prepared and comfortable in the role and understands the agenda and desired outcomes.]

Timekeeper: The timekeeper acts as an alarm clock, not as a judge. If a given agenda item needs more time, the facilitator will negotiate that with the group. If the group decides to allocate additional time, the timekeeper "resets the clock" as necessary. The timekeeper pays special attention to the end of the meeting and reminds the group to save time for the process observer's report.

Recorder: The recorder's job is to write down the group's ideas and information as generated so everybody can see it and read it. Before the meeting, the recorder makes sure flip charts, markers, and other needed supplies are in place. As necessary, the recorder clarifies what she/he heard from the various group members (e.g., "Dave, have I got what you said?" or "Could you repeat that, Leticia, I missed part of it.").

Process Observer: The process observer watches (like a camera, without judgment) how the members work together and how the facilitator, recorder, and timekeeper perform in their respective roles. At the end of the meeting, the observer shares key insights with the group. (This role should be adjusted to conform to the interpersonal communication norms in your host culture.)

> *"If your only tool is a hammer,*
> *pretty soon all the world appears to be a nail."*
>
> — Mark Twain

STORIES FROM THE FIELD:
PAPUA NEW GUINEA

[In the following paragraph, a Volunteer describes her experience of helping the community apply for a small project grant.]

I would arrive with my portable typewriter and sit, sometimes for hours, on the ground, in the middle of the village waiting for someone to tell me what to write. It is funny when I think back on it; they must have thought I was crazy. But one day, Joseph, a village member who had been very quiet up until now, handed me a piece of paper. Written in almost perfect English was the completed proposal. I was floored. It proved to me again that you get what you expect from people. I expected them to write the proposal, and they did.

[From *Above and Beyond: Secondary Activities for Peace Corps Volunteers*, p. 17. (ICE M0052)]

IDEAS AND ACTIVITIES FOR PRACTICING YOUR ROLE AS A CO-FACILITATOR

PRACTICE FACILITATING DISCUSSIONS

PURPOSE

Facilitation is a performing art and a skill. The more you perform and practice the skills of asking questions, listening, paraphrasing, and summarizing, the more helpful you will be to the groups with whom you work.

ACTIVITY

If you are in PST, you can do this activity in technical, cross-cultural, or intermediate/advanced language groupings. If you are already at your site, you can practice with small groups of community members, including young people. The activity requires six or more people; large groups may be divided into subgroups of approximately six people each.

1. Read the handouts "Facilitating Group Discussion" and "Working with Difficult Group Members" in the Useful Concepts section of this Toolkit.

2. Designate one person in each group to act as the facilitator, another person as the observer, and the remaining people as group members.

3. Select a topic that is of considerable interest to members of the group—the more controversial, the better. The person who is in the facilitator role leads the group in a 20-minute discussion about the chosen topic. The facilitator tries to practice asking questions, paraphrasing, summarizing, and so on, to the extent possible. The observer watches and makes note of examples of effective and less-effective facilitative behaviors. If some of the group members exhibit "difficult" behaviors such as controlling or holding side conversations, the facilitator tries to diminish or deal appropriately with these.

4. After the discussion, the observer offers examples of helpful and less-helpful facilitation behaviors he or she saw. The group briefly processes the experience and makes suggestions for how to improve the facilitator's performance.

5. Depending on the time available, repeat the activity with different people playing the roles of facilitator, group members, and observer. Try to apply the lessons learned during the first round.

SERDARA
KUWWAT
DILALIN !

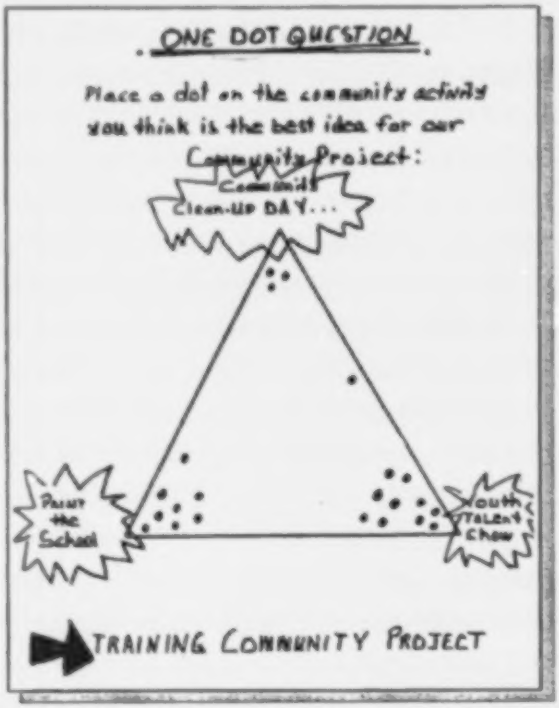
> *"Lead from the back of the room."*
>
> — Anonymous

BEST COPY AVAILABLE

USING "DECISION DOTS"

PURPOSE

Paper dots are a helpful tool for facilitating decision making in groups. Basically, people use the dots to visually express their opinions or vote on a particular issue or alternative. The dots allow everyone to have a say in the outcome and the visualization of the group's viewpoint can have a powerful, even galvanizing effect on the process. Three of the most common ways in which decision dots are used are to (a) summarize quickly the convergence or divergence of opinion or viewpoint about a specific issue, (b) select the most important issues felt by participants, and (c) make a choice between different alternatives.


ONE DOT QUESTION
Place a dot on the community activity you think is the best idea for our Community Project:
Community Clean-up DAY...
Paint the School
Youth Talent Show
TRAINING COMMUNITY PROJECT

ACTIVITY

You can practice with decision dots in almost any setting where you have a group of people who need to discuss and come to agreement on something. For example, you can discuss a cross-cultural issue in your language class and use the dots to help you see where people stand on the issue or what solutions they would opt for if problem solving is the goal. In a PST or IST technical session, you can use decision dots for deciding which discussion topics are of highest priority for the agenda and so forth. Try them out as follows:

1. First, make the dots. The classic way is to cut them out of paper and have tape or glue handy for attaching them to flip chart paper (as illustrated in the photo above). If you are working in a rural environment, you may want to experiment with beans, seeds, or other small objects that can be stuck or laid onto another surface. The other option is to have people simply draw dots directly on the flip chart paper where you have the issues or alternatives listed.

2. Practice the single-dot question. Single-dot questions allow group members to express their viewpoint immediately by putting a colored dot on a scale, range, or matrix that allows different options. This is used to decide on the next step of a group process, to get over an impasse in discussion, to discuss the feeling of the session or the day, or to evaluate group process. Each person gets one dot to place, either openly or in private (depending on the issue and the group composition). The facilitator makes no initial judgment, but leads the group in an interpretation of the results of the voting.

3. Practice the multi-dot question. In this version, everyone has a chance to put several dots to indicate his or her priorities on a selected number of issues or alternatives. This is a good method when there are several alternatives (10 to 20 for example) and a selection or a prioritization is useful. The number of dots for each participant depends on the number of participants and the number of items (alternatives, issues to prioritize, etc.). For example, if there are 15 alternatives to choose from and 20 participants, only two or three dots per person should be distributed. Once the dots are placed, count them, and then put the alternatives in numerical sequence to prioritize. Don't be too rigid—even after counting the dots, let the group discuss and evaluate the priorities.

For more information about the use of dots and other visual decision-making and planning tools, see the VIPP manual referenced below.

[Adapted with permission from *VIPP-Visualization in Participatory Programmes*, UNICEF Bangladesh, 1993. (ICE: TR124)]

USING SNOW CARDS (SNOW = SMALL NOTES ON WALL)

PURPOSE

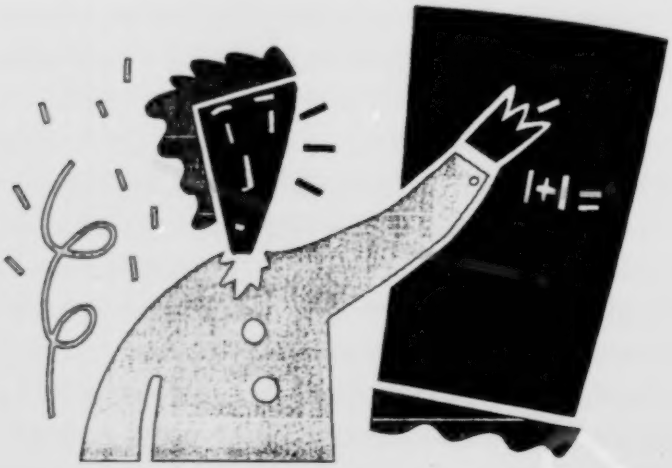
Snow cards are simply small white cards that participants use to write down an idea and post it on the wall. Using snow cards encourages active participation in discussion and helps the group organize the information it has generated. For example, a group might brainstorm all the possible ways to raise community members' environmental awareness. Group members list their ideas on snow cards—one idea per card—and then cluster the cards into logical categories for further consideration. The cards may also be moved around to illustrate sequencing or processes (that is, formed into a flowchart).

ACTIVITY

Experiment with snow cards in your training environment.

For example—

- In a technical session where you and your group are exploring all the factors that affect a particular situation, use snow cards to list and organize the information to show cause-effect relationships.
- Use snow cards to list and sequence the daily activities of women, men, girls, and boys in your host community. Show the cards to your host family members and ask them to help you put them in order and identify activities you may have missed. Use the cards to engage them in dialogue.
- Use the cards for any type of brainstorm activity where you need to generate ideas and then do something with the list.



PRACTICING PROBLEM-SOLVING TECHNIQUES

PURPOSE

To gain experience with the different techniques that facilitators can use to help a group identify and solve problems or address important issues. To learn to select techniques that are appropriate to the different steps in the problem-solving process.

ACTIVITY

Problem solving is best if practiced on real issues and there is usually no shortage of these during PST! The issue may be related to cultural differences, intensity of workload, progress in language learning, ambiguity about technical role assignment, and so on. When you and your colleagues and trainers need to address a problem, try out some of the techniques suggested in the reading "Solving Problems and Making Decisions in Groups" (pp. 23–25 of this Toolkit). Pay particular attention to selecting techniques that are appropriate to each step in the process. For example, use brainstorming only after you are sure you understand the problem.

After you experiment with the steps and methods in problem solving, take a few minutes to critique how well you and your group managed the process. Suggest ways to improve it the next time.

REACHING CONSENSUS IN A GROUP — A VALUES CLARIFICATION EXERCISE

PURPOSE

Before jumping into *facilitating* consensus with community groups, it's helpful to experience and practice the process as a participant (i.e., as a group member). Consensus building is a lifelong skill that will serve any person well.

ACTIVITY

You will need a group of five people or more to do this activity. If the group is large, divide into subgroups of five to seven. It is helpful to assign one person in the group to serve as the "observer" and offer insights at the end of the discussion.

1. As preparation for the activity, review "Understanding Group Process" (pp. 8–9) and "Decisions by Consensus" (pp. 29–30) in this Toolkit.

2. Read the values clarification situation presented on the next page and follow the instructions for the self-ranking and group consensus exercise. Take about 30 minutes to reach agreement as a group.

3. Afterwards, ask the observer of your group for feedback on how well you worked together to push toward consensus. As a group discuss these questions:

    - What were some examples of "task" and "maintenance" roles played by various group members?
    - How did people try to influence others? How would you characterize the leadership in the group?
    - Was consensus reached? If yes, what happened during the discussion that facilitated it? What hindered it?
    - What other types of decisions were made en route to the overall goal of reaching consensus?

NOTE: If the group already has a controversy or challenge to discuss and get agreement or resolution on, by all means use that topic rather than the values clarification suggested here. However, in this case it is particularly important to have at least one or two people step back and serve as observers of the process. Make sure you process the consensus-building experience by asking yourselves some of the questions listed above in item 3.

VALUES CLARIFICATION EXERCISE

A multimillion-dollar highway project is to begin in a densely populated area and will pass through a number of existing features. The Ministry of Transport has approved retention of only five features. The rest will have to be demolished to give way to the coming project.

You have been assigned chairperson of the committee to decide which features are to stay. Which 5 of the following features will you retain? Please rank them in order of priority.

☐ A high school with a very good reputation.
☐ A public secondary school with 3,000 students.
☐ A private elementary school.
☐ An exclusive sports club of high-ranking officials.
☐ A 1,000-year-old mosque.
☐ A commercial bank earning more than 20 million dollars for the government per year.
☐ A public marketplace for good quality foods and other household materials having about 300 market vendors.
☐ The only beautifully maintained public park.
☐ A zoo with many rare species of animals.
☐ The only fire station.
☐ A building complex owned by your parents with the value of 5 million dollars.
☐ A textile industry providing jobs for more than 4000 workers.
☐ The only 500-year-old church in the country.
☐ A five-star hotel with an international reputation.
☐ A new hospital built with foreign collaboration having a 400-bed capacity and modern technology for surgery.
☐ A well-known state university that is your alma mater as well as the present Prime Minister's.
☐ The only cancer hospital of the country.
☐ The parliament.
☐ The complex of the Ministry of Transport.

After ranking them individually, discuss among the members of your group and decide which five features you will finally retain, based on the consensus of your group. No voting is allowed.

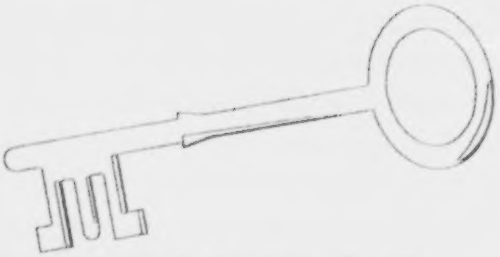
[Adapted with permission from *VIPP-Visualization in Participatory Programmes*, UNICEF Bangladesh, 1993. (ICE TR124)]

25 QUESTIONS ABOUT GROUP FACILITATION

Here is a list of questions developed by participants in a "training of facilitators workshop." Change or add to the list as you like. Pose the questions to other Trainees, Volunteers, Counterparts, trainers, and/or community members. Use them as a means to explore, reflect, and think critically about the art of facilitation. Keep in mind that there are no single "right" answers to any of these questions.

1. How can you manage the process when the facilitator has a strong view?
2. How can you deal with two group members who argue?
3. How do you handle two or three people in the group who always seem to have a different agenda than the rest of the group?
4. What can you do to get the group to take over the leadership (over time)?
5. How do you resolve a conflict when the facilitator has trouble being objective?
6. How can you plan effective meetings?
7. How can you communicate technical information when you're supposed to be facilitating?
8. How do you manage a blocker?
9. How do you identify internal (hidden) stress among group members?
10. How do you size up group dynamics and change original plans?
11. How can you deal with a stonewall group?
12. How can you set up expectations to maximize goals and objectives?
13. How should you facilitate when you are knowledgeable versus when you are not? What are the differences?
14. How do you negotiate ground rules and/or contracts?
15. How do you handle it when one or more participants challenge the facilitator's credibility?
16. How can you keep a group on topic?
17. How do you know when you're done?
18. What powers do facilitators have? What is the proper use of those powers?
19. How can you deal with cliques among group members?
20. If the facilitator knows the solution will not work, what should he or she do?
21. What special things might be done when facilitating groups with cultural diversity?
22. How do you determine the kind of help needed by a group?
23. How do you handle it when the group's leader(s) seem to want one thing and the members want something else?
24. What do you do if a meeting is called and only two or three people show up?
25. How do you know, as a facilitator, if you are doing a good job?

[Adapted with permission from ***Facilitating Community and Decision-Making Groups,*** p. 85, by Allen B. Moore and James A. Feldt, Krieger Publishing Co., Melbourne, FL. 1993. (ICE TR113)]



KEY RESOURCES FOR MORE INFORMATION AND INSIGHT

The Art of Facilitation: How to Create Group Synergy. Dale Hunter, Anne Bailey, and Bill Taylor. (Fisher Books, Cambridge, MA) 1995. [ICE TR114]

Choose a Future: Issues and Options for Adolescent Girls. (CEDPA Publications, Washington, DC) 1996. [ICE WD127]

Facilitating Community and Decision-Making Groups. Allen B. Moore and James A. Feldt. (Kreiger Publishing Co., Melbourne, FL) 1993. [ICE TR113]

Navamanga: Training Activities for Group Building, Health, and Income Generation. Dian Selsar Svendsen and Sujatha Wijetilleke. (OEF International/UNIFEM, New York, NY) 1986. [Reprinted by ICE WD006]

Nonformal Education Training Manual. Helen Fox. (Peace Corps, Washington, DC) 1989. [ICE M0042]

PACA: Participatory Analysis for Community Action. (Peace Corps, Washington, DC) 1996. [ICE M0053]

Power, Process, and Participation — Tools for Change. Edited by Rachel Slocum, Lori Wichhart, Dianne Rocheleau, and Barbara Thomas-Slayter. (Intermediate Technologies, London, England) 1995. [ICE TR108]

Resolution and Conflict Management in Nonprofit Organizations: The Leader's Guide to Finding Constructive Solutions. (Amherst H. Wilder Foundation, St. Paul, MN) 1999. [ICE TR118]

What Did You Say? The Art of Giving and Receiving Feedback. Charles N. Seashore, Edith Whitfield Seashore, and Gerald M. Weinberg. (Bingham House Books, Columbia, MD) 1997. [ICE TR115]

VIPP — Visualization in Participatory Programmes. (UNICEF, New York, NY) 1993. [ICE TR124]

NOTES

5

Capacity Building Toolkit

THE VOLUNTEER AS
PROJECT CO-PLANNER

THE ROLES OF THE VOLUNTEER IN DEVELOPMENT

Capacity Building Toolkit 5

VOLUNTEER AS PROJECT CO-PLANNER

IN THIS TOOLKIT

KSA Matrix and Learning Plan 2
What Is a Project Co-Planner? 2

MODELS, CONCEPTS, AND CASES 5

Characteristics of Successful Projects 5
Project Planning and the Community Action Cycle 7
How to Design a Community Project 8
Project Design Worksheet 9
Project Action Plan (with worksheet) 18
Project Budget (with worksheets) 19
The Concept of Winnable Victories 25
In Planning, the Process Is as Important as the Product 26
Project Sustainability Criteria 27
Stories From the Field: Kenya and Bulgaria 28

IDEAS AND ACTIVITIES FOR PRACTICING THE PROJECT CO-PLANNER ROLE 30

Interviewing Exercise: What Makes Projects Succeed or Fail in Your Community? 30
Finding Resources *Inside* the Community 32
Identifying Locally Acceptable Ways for Communities to Raise Funds for Projects 33
Practice Exercise: Writing Project Goals and Objectives 35
Planning, Implementing, and Evaluating a Practice Project during PST 37

KEY RESOURCES FOR MORE INFORMATION AND INSIGHT 39

VOLUNTEER AS PROJECT CO-PLANNER

KSA MATRIX AND LEARNING PLAN

PROJECT CO-PLANNER	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, skills, and attitudes (KSAs) you need for this role	Project planning steps and cycle; local resource identification; resource development; examples of successful small-scale projects in sector and region	Small Project design and action planning skills; drafting and managing budgets; proposal writing; resource identification and mobilization; project monitoring and evaluation; time management	Tolerance for opposing views; thoroughness; diplomacy and tact; realistic expectations; flexibility
Your initiatives to learn more **(Make a plan)**	What knowledge you still need and where to find it: – – – – –	Skills you need to gain or improve and how you might work on further skill development: – – – – –	Things that will help you change any attitudes that will hinder your role: – – – – –

WHAT IS A PROJECT CO-PLANNER?

In the Peace Corps context, Volunteers serve as co-planners by helping their communities to identify, plan, implement, and evaluate small-scale projects that will enable them to address changes or improvements they want in their lives. These projects may relate to a primary technical assignment area (health, education, economic development, agriculture, etc.), or they may address other areas of concern for a particular community. In all cases, the projects should focus on specific local priorities and be managed by community members with Volunteer support.

As was described in the Introduction section of this RVID Toolkit series, project planning is part of a larger community development cycle, and the role of the Volunteer as a co-planner overlaps substantially with two other roles—those of community facilitator and change agent. Toolkits 2 and 4 focus on the Volunteer's role in helping the community analyze its situation (resources, desires, needs), determine development priorities, and identify ideas for specific projects. Here in Toolkit 5 we *introduce* how to involve the community in moving from analysis to action through setting project goals and objectives, making an action plan and budget, mobilizing specific resources, monitoring the process, and evaluating results.

It is important to note that we do *not* focus on *each specific step and skill* involved in the planning process. The Peace Corps has developed a training resource entitled ***The New Project Design and Management (PDM) Workshop Training Manual*** (ICE T0107), which has detailed session plans, handouts, and worksheets for planning small-scale projects with your community. Many Peace Corps posts offer the PDM workshop to Volunteers and Counterparts as part of their In-Service Training. Ask your APCD if a PDM workshop is being or could be arranged for your program. If you can't attend a PDM workshop, we recommend that you request a copy of the manual and study and use it when you are ready to begin actual project planning with community members and Counterparts.

As we have emphasized in the other Toolkits, Volunteers should always **partner with the community to get the work done** so that genuine capacity building takes place. This can be especially hard when the planning process is moving more slowly than you anticipated. Volunteers often have to remind themselves, "It's the community's project, not mine."

EXAMPLES OF THE CO-PLANNER'S ROLE

1

Kathy and Jeff, a Volunteer couple assigned to work in a Papua New Guinea Rural Community Development program, organized a health conference for women in the local district. One conference participant, a woman named Mal, left the meeting motivated and began a series of mini-conferences in her own village. Kathy gave Mal resources and Mal adapted the information so that her villagers could understand it. Mal was dedicated to helping her community and Kathy became dedicated to supporting Mal's efforts. When Kathy was invited to attend a health education conference sponsored by Save the Children, she decided to take Mal with her. Although the conference was in English and attended mostly by nurses, Mal understood enough of what was going on to take notes and discuss the information with Kathy. They talked about how this information could be applied to their own village; they talked about Mal's dreams for her people and how these dreams could be realized, brainstorming ideas for possible projects.

Of all the ideas discussed, Mal was most excited about the prospect of starting an egg farm. Eggs would provide the local people with an easy, affordable source for the protein they needed. Although people in her district loved eggs, no one was raising hens to produce them, and buying eggs required a 1½-hour bus ride to the nearest town where they were sold. To summarize a long but successful story, Kathy and Jeff arranged to have Mal and two other villagers attend a Peace Corps PDM workshop where they learned and practiced project planning. Afterwards, they returned to their community and began engaging more and more people in the egg farm project idea. Sometimes helping with transportation, other times offering facilitation and technical knowledge, Jeff and Kathy were careful not to become the leaders of the project. Instead, they encouraged Mal and the other project champions to build a network of support, get local people trained in the knowledge and skills they would need to carry out the project, and carefully attend to how the community would manage project finances and ensure sustainability.

[From ***Above and Beyond: Secondary Activities for Peace Corps Volunteers***, p. 63, Peace Corps, Washington, DC. 1995. (ICE M0052)]

2

A Volunteer in Côte d'Ivoire worked with a local women's cooperative to create a project that combined income generation and HIV/AIDS prevention. To raise money for an agricultural venture, the co-op decided to put on a health theater fundraiser. Together, the Volunteer and co-op established guidelines for culturally appropriate HIV/AIDS prevention messages, and created comedic and educational performances to convey the messages to the community. The co-op divided into groups of 10 and each group presented the skits over the course of two days. The group collected money (about 16 cents) from each person who wanted to see the skits. Each person who paid the admission price received a condom as a receipt. With the money from the fundraiser, the co-op plans to buy seeds to start a vegetable garden and then sell the vegetables in the village and neighboring villages' markets.

[From ***HIV/AIDS: Integrating Prevention and Care into Your Sector***, p. 31, Idea Book, Peace Corps. 2000. (ICE M0081)]

> ***"Three bricklayers were asked what they were doing. One said, 'I'm laying bricks.' The second replied, 'I'm building a wall.' The third stated, 'I'm constructing a temple.'"***
>
> **— Anonymous**

Capacity Buidling Tookit 5

MODELS, CONCEPTS, AND CASES

CHARACTERISTICS OF SUCCESSFUL PROJECTS

Volunteers, Counterparts, community members, and Peace Corps staff have identified a number of elements that promote project success and sustainability. These characteristics include:

- ☐ Involvement of the community and all beneficiaries in all phases of the project planning, implementation, and evaluation
- ☐ Analysis of the situation and determining what the community wants to do
- ☐ If a problem is identified, a problem analysis needs to be done and the community must select a cause that it can reasonably work on
- ☐ Realistic and doable project goals
- ☐ Realistic and concrete project objectives
- ☐ Clearly defined project tasks and responsibilities of all people involved
- ☐ Well-designed time frame and budget, so that the objectives are met within the time and resource limits
- ☐ Partial, concrete, and tangible results achieved during implementation of the project

- ☐ Effective monitoring system that measures the project's progress, identifies problems, and provides a mechanism for necessary changes in the project
- ☐ Methods for keeping the larger community informed and involved

(continued)

CHARACTERISTICS OF SUCCESSFUL PROJECTS
(CONTINUED)

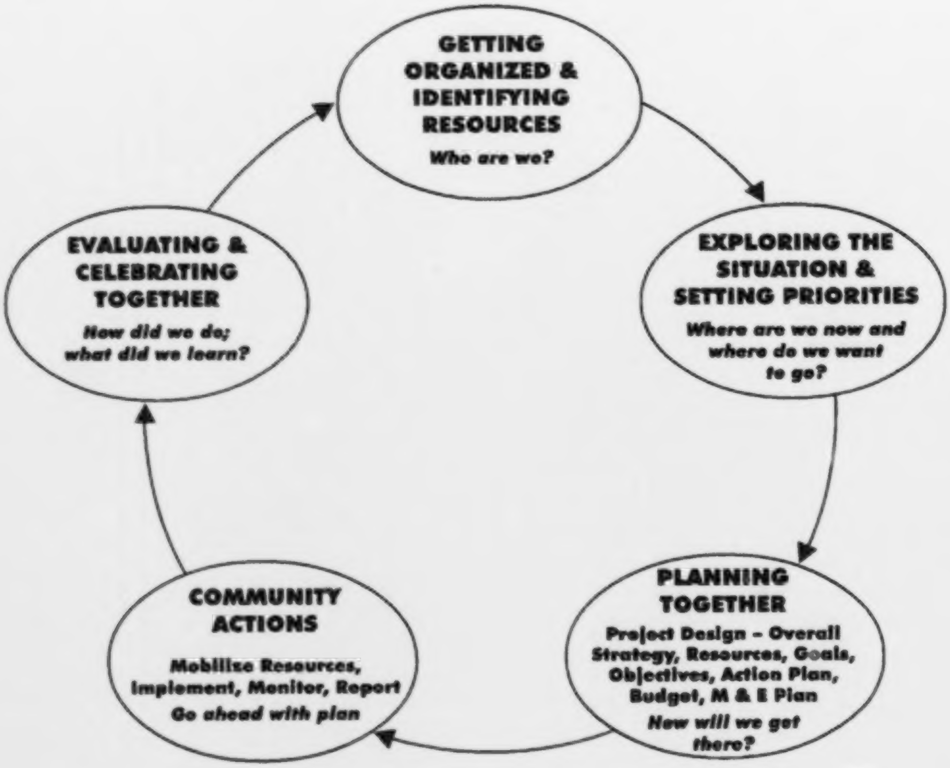
- ☐ Evaluation of each phase of the project and of the entire project after it is finished, based on indicators set beforehand
- ☐ Logical and effective structure of project design and management
- ☐ Qualified persons assigned to specific roles
- ☐ A mechanism for training community members in effective maintenance of the project, if required

BEST COPY AVAILABLE

PROJECT PLANNING AND THE COMMUNITY ACTION CYCLE

Project planning is part of the larger community development process that begins with the community assessing its resources and needs and deciding what its development priorities are. Once the priorities are established, community members begin to identify and plan specific projects that will enable them to address their development goals. The steps in project planning are frequently presented in a linear, or perhaps a circular, diagram, with one step neatly following another. In fact, rarely does a project develop—let alone get implemented—in such a neat pattern. Several steps may be happening at once as well as a need to backtrack to reconsider or redo something.

THE COMMUNITY ACTION CYCLE


GETTING ORGANIZED & IDENTIFYING RESOURCES
Who are we?
EXPLORING THE SITUATION & SETTING PRIORITIES
Where are we now and where do we want to go?
PLANNING TOGETHER
Project Design - Overall Strategy, Resources, Goals, Objectives, Action Plan, Budget, M & E Plan
How will we get there?
COMMUNITY ACTIONS
Mobilize Resources, Implement, Monitor, Report
Go ahead with plan
EVALUATING & CELEBRATING TOGETHER
How did we do; what did we learn?

HOW TO DESIGN A COMMUNITY PROJECT

[IMPORTANT NOTE to PST Trainees and trainers: The following design process was developed for use by Volunteers and their Counterparts and communities. If you are doing a practice project during PST, you will need to adapt this design process to fit your situation. Pay particular attention to the notes labeled "Hints for PST projects" to help you refocus the framework appropriately. Also, review the activity description "Planning, Implementing, and Evaluating a Practice Project" on page 37 of this Toolkit.]

Once you have worked with the community to identify the priority issues it wants to address (better locally available health services, more education opportunities for girls, improved soil conservation, easier credit sources for individuals, and so on), then you are ready to help it plan a project around the selected priority issue. The first major part of the planning process is creating what we call the "basic design" or broad framework for the project plan. The design is built around six important questions (see box below), which you and your community work together to answer.

THE PROJECT DESIGN

The Questions	**The Design Outline**
1. What is our preferred dream or vision of the future? (relating to the priority issue)	Dream or vision statement describing a preferred future
2. What are our existing assets that will help us reach our vision? (sometimes done before and after the visioning)	List of assets, best resources
3. How can we make our vision happen?	List of possible strategies/opportunities; ranking and selection of best strategies
4. What are the long-term and short-term results we want?	Project goals and objectives
5. How will we know if our project has been successful?	Signs/indicators of success or achievement
6. How feasible is our project?	Feasibility analysis

See the Project Design Worksheet on the following pages.

PROJECT DESIGN WORKSHEET

[This is a worksheet for designing a small-scale project for one of your community's development priorities. See The New Project Design and Management Training Workshop Manual, *Peace Corps, Washington, DC. 2000 (ICE T0107) for more information and sample designs.]*

YOUR SELECTED PRIORITY ISSUE IS:

1 What is your preferred vision or dream of the future?

Focusing on your priority issue, imagine the future you want for your community. What does it look like? Use pictures, symbols, words (or whatever!) and create your vision here on this page.

[Hints for PST projects: Since you are in a learning mode during PST, your project will likely have more to do with your own capacity building than with addressing a real priority in the community. That said, you can still ask community participants to help you envision what you all want to get out of the project.]

② What are the community's existing assets that will help you reach your vision?

Think about all of the strengths and resources your community has that could help it reach the vision. What are the physical resources? Groups such as civic organizations, NGOs, government services, and businesses? Individuals with relevant skills and experience? Strong relationships or affiliations with others from outside of the community? Use the space below to list as many of these resources and assets as you can identify.

[Hints for PST projects: Consider your trainers, fellow Trainees, and other resources relating to your Peace Corps training program as part of the local community. Keep in mind that your PST program will have minimal or no monetary funds to support community service projects.]

3 What strategies or approaches will work best?

Considering the nature of the vision and the resources available to the community, think about the different ways you might approach the project. What strategies can you think of that might work well? What opportunities are out there that you could use? Let your mind flow freely and think of several different approaches. Write them down below.

[Hints for PST projects: In your limited context, this step does not have to be too involved. The idea is to make some preliminary decisions about the best way to do the project. In a park cleanup project, for example, two different strategies might be (a) to involve a large number of people (all ages) and do the cleanup in one day, or (b) to engage a group of youth and work in the park a few afternoons over the course of two weeks. Based on your resources, people's daily schedules, and local traditions, which approach seems most likely to succeed?]

Possible Strategies or Approaches:

Selection of Best Strategies

With your planning partners, weigh the strengths and weaknesses of the strategies on your list, narrowing the options down to two or three strategies. Then, decide what criteria you want to use to make a final decision. Some possible criteria include: acceptability to the community, sustainability, cost, number of people benefited, greatest likelihood of success in the short term, and so on. Sometimes, it helps to use a decision matrix to structure this process. (See *Toolkit 2: Volunteer as Change Agent*, page 16 for a description and illustration of the decision matrix.)

Possible Strategy	Criterion 1	Criterion 2	Criterion 3

④ What are the long-term and short-term results you want?

Let's start with the long-term results. Look at the work you have done so far in this design—your vision, the list of community assets and resources, and best strategies or approaches for the project. Now, think about the desired ***result(s)*** you want to get out of this project. (Pretend for a moment that you have just finished the project and you've invited a Peace Corps staff member and a ministry representative to see the results. What would that look like?) These major results are the ***goals*** for your project. The number of goals will depend on the scope of your project. Most small projects have only one or two goals.

Project goals...

- restate the vision and approach in terms of what is to be accomplished;
- define the long-term results or changes that the project will bring about; and
- are realistic and include an overall time frame.

Write your goal(s) in the boxes provided on the following page. Leave the sections for "objectives" and "signs of success" blank for now.

[Hints for PST projects: Your PST project is likely to be so small scale and short term, that it will not require a goal. You can simplify the design process by working with two or three objectives. See some sample objectives for our park cleanup project on page 15.]

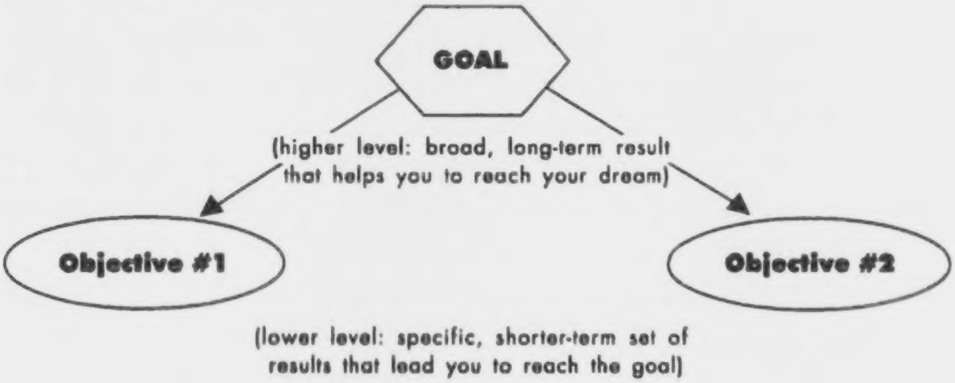
PROJECT GOAL # 1

Objectives	**Signs of Success**
Objective 1	
Objective 2	

PROJECT GOAL # 2

Objectives	**Signs of Success**
Objective 1	
Objective 2	

Project Objectives: Objectives are similar to goals but much more specific and focused on the short-term results you need to meet the longer-term goal(s) of the project. Goals and objectives form a hierarchy as illustrated below. For each project goal, you should have at least two objectives.


GOAL
(higher level: broad, long-term result that helps you to reach your dream)
Objective #1
Objective #2
(lower level: specific, shorter-term set of results that lead you to reach the goal)

Project Objectives...

- are the short-term results you need to meet the longer-term goal(s) of the project
- are SMART: Specific, Measurable, Attainable, Realistic, and Time-bound

- answer these questions:
    - Who is the target group or individuals expected to change?
    - What action or change is expected?
    - When will the desired action or change be accomplished?
    - How much change is expected?

Go back to the grid on the preceding pages and write in your objectives for each of the goals you've listed.

[Hints for PST projects: Here are some possible objectives for our sample park clean-up project. Please note that the second objective refers to the Trainees' own capacity building.

Objective 1: By the end of March, young people and Trainees in our community will clean and improve the landscaping in the central plaza such that it is a safer and more pleasant place to spend time.

Objective 2: By the end of PST, Trainees will gain hands-on experience in planning, implementing, and evaluating a small-scale park improvement project that engages at least 15 local youth in all phases of the process.]

5 How will you know if your project has been successful?

This important question helps you to determine how to measure (or evaluate) the achievements you expect from the project. It pushes you to think about what "success" means with regard to this particular project. For example, if your project centers around increasing local awareness of the need for forest preservation and a major strategy is to design and conduct environmental awareness camps for youth at the local preserve, what would indicate to you that you had achieved something? One measure of short-term success is an increase in knowledge about local environmental concerns on the part of the students attending the camp. You could administer a pre- and post-test to measure their learning more precisely. Though hard to do, you should also think about what larger and lasting impacts you hope your project will have on the people and the environment. In this same example, maybe you hope that youth will begin volunteering to work on some small environmental improvement activities sponsored by the preserve, or bring their parents and siblings to special events at the preserve.

Look at the objectives you have set for your project. What are some ways you could measure your achievement of each one? List at least one "sign of success" beside each objective on the worksheet.

[Hints for PST projects: Since PST projects are short term, you should focus on modest, immediate signs of success. In the example of the park cleanup project, some signs of success would include the following:

Objective 1:

- *The plaza is clean and new plantings are being cared for by the youth.*
- *More people are using the park in the evenings than did before the cleanup project.*
- *People, including the mayor and the teachers, give public recognition to the youth and Trainees involved in the project.*
- *The young people express interest in starting another environmental project.*

Objective 2:

- *The youth participated actively from beginning to end of the process (came to planning meetings, located and helped to obtain materials, and so on).*
- *The Trainees and youth finished tasks on time and within the budget.*
- *The young people and Trainees communicated clearly with each other in the local language.*
- *The Trainees are able to identify key lessons learned from this project to apply to their future work at site.]*

6 How feasible is your project?

At several points in the planning process, you should stop and consider the *feasibility* of the project. Is this project logical? Is it possible? Use the following questions to help you test the feasibility of the basic design you have created here. The insights you gain from this analysis will help you determine if you need to adjust your goals and objectives.

FEASIBILITY TEST

1. What, beyond your direct control, could cause this project to fail? (For example, drought or flooding could negatively affect an agricultural project, local elections could mean the loss of a leader who strategically supported the project, etc.)

2. How can you (the community) improve the likelihood that the project will succeed?

3. All things considered, do the benefits justify the costs?

4. Does the community have the capacity to handle and *sustain* a project of this type and scope? If not, how can we narrow the focus to make it more manageable and sustainable?

[Hints for PST projects: Questions 1 and 2 are relevant to even short-term PST projects. In the case of our park cleanup project, what if the mayor doesn't trust "Trainees and children" to do a quality improvement on the park? Perhaps we could show him drawings or examples of what the landscaped areas could look like and involve him in the plans. What if the parents of the youth are resistant to their children doing a public project for four or five afternoons rather than coming home to work on family-related chores? Maybe we could get the mayor and the teachers to help us convince the parents of the potential benefits. What if the youth themselves get bored after the first afternoon or two of cleanup and stop showing up? For one thing, we need to be clear with the young people about the amount and nature of the work. Also, we should plan some fun activities and rewards that will help to hold their interest. Since our project takes place outdoors, weather is an important consideration. If we are in the middle of the rainy season, the project might not work at all!]

* * * * * * * * * * * * * * * *

Congratulations!

You now have the basic design for your community project. Although building this type of framework may seem tedious and downright difficult at times, it is a critical part of the planning process and community members (such as a design team or committee) should be fully engaged in its development. This is how you are building capacity in others to do project planning in the future without you! Also, it is helpful to remember that the design (along with the action plan) is a living document in the sense that it may need to be updated and amended as the community begins implementing project tasks.

THE PROJECT ACTION PLAN

After community members have completed the basic design for their project, they are ready to prepare the action plan containing *the details* for how the project will be implemented. The action plan includes three components: (a) tasks for each project objective, (b) roles and responsibilities of the community and other project stakeholders, and (c) the timeline for getting the project done. Here is a worksheet for drafting a simple community project action plan.

ACTION PLAN WORKSHEET FOR PROJECT:

Goal # ______ (from the Project Design Worksheet)

Objective # ______ (from the Project Design Worksheet)

Tasks: **What to do?** (List in sequence)	**Roles:** **Who will do it?** (Place asterisk beside name of person with primary responsibility)	**Timeline:** **When will it start and finish?** (Expressed in weeks or months)											
[Sample PST park cleanup project]													
Have a meeting w/mayor to get his ideas about improving the park	Trainees,* local teacher, PST trainer												
Recruit interested youth and visit their parents to discuss the project	Trainees,* local teacher												
Orient youth to project design and get their ideas	Trainees,* PST trainer												
Get plants and trees (donated from nearby agricultural demonstration farm)	Trainees, PST trainer*												
Gather other materials (sand, rocks for edging, etc.)	Trainees, young people												
Etc.													

THE PROJECT BUDGET

An obvious and important part of a community project plan is the budget. Before the community can start implementing the actual project, it must identify all the resources it will need to complete the project tasks, and then estimate the cost or value of those resources. General categories of resources for small community-based projects include people or human resources, equipment, materials, supplies, and transportation. Once community planners have outlined the budget, they can then determine how to acquire the resources. Some may be available within the community, others donated or bartered, and others purchased with cash funds.

The budget plan provides information about the requirements for outside expertise or training of local people, and loans, grants, or other funding to purchase or rent equipment and materials. Many project planners gasp when they see the figure under "total project cost" and realize they need to either find significant funds or make some creative cuts in the project scope. Hence, the budget serves as a reality check in addition to its role as spending guide.

There are many ways to develop a budget and most organizations have preferred formats for organizing the project cost information. For our purposes here, we will concentrate on three general categories of costs and offer a simple budget worksheet. As with all of the previous steps in project planning, the community should be involved in the budget work as well.

BUDGET CATEGORIES FOR SMALL-SCALE COMMUNITY PROJECTS

1. Human Resources/Labor:

In this category, you identify all of the people you need to carry out the project. To determine labor needs, examine each of the tasks you have delineated in your action plan, and try to imagine how that activity will be performed. Ask:

- Who is going to do it?
- What skills or knowledge do they need?

In trying to determine whether someone is available locally, go back to the asset maps and capacity inventories you and the community may have created earlier (see Toolkits 2 and 4). Does someone have the skills and knowledge needed on the project? Or, who has the connections in the larger region or nationally to get the needed skilled persons? Are there ways to acquire outside help without cost by going through certain channels? If your community has not done an assets map, it would be a valuable activity to do as you begin working on designing a project. If the skills are not available locally, consider the notion of providing training to local people as a part of the project, especially if the skills are needed for sustainability.

2. Equipment, Materials, Supplies:

For each task, identify any equipment, materials, and supplies that will be required. Equipment items such as slide projectors, well drills, and jigsaws might be bought, rented, or borrowed. Supplies are consumables such as pencils, paper, cooking oil, or gas. Materials are also consumable, except that the time frame for their consumption is much longer. Examples include building materials, books, fencing, thermometers, and so forth. Materials and supplies may need to be purchased or they could possibly be obtained through "in-kind" donations from local businesses, other institutions, or individuals. Check to make sure your project really needs all the items you have listed in this category. Sometimes we forget some of the essentials and include items that are "nice" but not necessary.

3. Transportation and Other Costs:

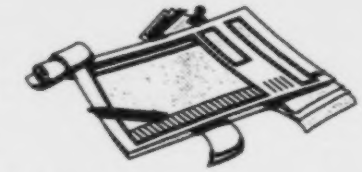
There are almost always transportation needs in projects and they are often forgotten when developing a budget. Equipment or materials may need to be transported. Members of the group may need to make trips to attend meetings, visit a similar project, or go to the bank. Others may need to visit your project site: skilled laborers, extension agents, or experts to provide advice, and so on. Since transportation is costly, it is important to anticipate the need and get accurate estimates.

Besides transportation, there may be other costs that don't fit into the first two categories of the budget worksheets (human resources and equipment, materials, supplies). For example, you might need to rent a room to conduct a workshop, or pay for participants' lodging at a conference center. These types of expenses may be placed under "Transportation and Other Costs."

BUDGET WORKSHEETS

Here is a sample budget worksheet that you may adapt and use with your community. The worksheet has three pages: pages for each of the three major cost categories listed above plus a summary sheet. On the summary sheet, you will see columns for dividing the total costs for each category into three amounts:

- amount provided by the community or project group
- amount provided by a partnering group (useful when two or more groups are collaborating closely on the same project)
- amount needed from outside the community (for example, grant funds from a donor organization)



One main reason for this costing breakdown is to underscore and value the contributions that the community is making toward the project. Oftentimes, we portray the community's contribution in general terms—"they'll supply the labor" or "they'll gather locally available materials such as sand and clay." A better approach is to estimate the actual cost of all of the resources needed, i.e., "what would it cost if we had to pay for it?" That way we can (a) know the total real cost more definitively, and (b) show our pride at just how much the community can offset those real costs and reduce the need to seek outside funds. If your community is likely to need some funding from the outside, then you will be more successful in securing those funds if you can clearly show contributions from within the community.

BUDGET WORKSHEET 1

Project Name: ______________________

Tasks (from Action Plan)	Human Resources/Labor Needed (Trainers, teachers, technicians, construction workers, drivers, etc.)	Number of people X	Cost, Number of days X	Wage/day or job =	Subtotal
				Subtotal this Page:	____
				Person-time donated:	(____)

228

BUDGET WORKSHEET 2

Project Name: ______________________________

Tasks (from Action Plan)	Materials/Supplies/ Equipment	Transportation/ Other Cost Items	Cost		
			Unit Cost X	No. Needed =	Subtotal
				Subtotal this Page:	

BUDGET SUMMARY WORKSHEET

roject Name: ______________________________

Budget Category	Total Cost by Category	Amount Provided by Community or Project Group	Amount Provided by Project Partner(s)	Amount Needed from Outside Community
Project Totals:				

SAMPLE BUDGET WORKSHEET 1

Project Name: ____________________

Tasks (from Action Plan)	Human Resources/Labor Needed (trainers, teachers, technicians, construction workers, drivers, etc.)	Number of people X	Cost, Number of days X	Wage/day or job =	Subtotal
1. Conduct Environmental Awareness (EA) Camp – 40 youth	Park EA leaders (staff time donated by park)*	2	3 (prep day + 2-day camp)	20.00	(120.00)*
	Local participating teachers (teachers' time donated by school)	3	3 (prep day + 2-day camp)	20.00	(180.00)*
	Park administrative assistant (staff time donated by park)	1	2 days (equivalent)	15.00	(30.00)
	Local traditional forest users	3	1 day (equivalent)	10.00	30.00
				Subtotal for Task 1	*30.00/ (330.00)*
2. Plan and implement conservation project at school	Participating teachers (teachers' time donated by school)	2	2 days (equivalent)	20.00	(80.00)
Plant live tree border to prevent erosion at edge of play field	Park staff to help plan and advise on project (staff time donated by park)	1	1.5 days	20.00	(30.00)
				Subtotal for Task 2	*(110.00)*
				Subtotal this Page:	30.00
				Person-time donated:	(440.00)

THE CONCEPT OF WINNABLE VICTORIES

Consider the concept of "winnable victories" popularized by Saul Alinsky, an American community activist. His idea is that, in order for people to gain self-confidence, it is necessary to start small and "win" with small achievements. If, on the contrary, the group members try to tackle something too big, they may not be able to see the progress they are making and become discouraged, thereby damaging their self-esteem.

Winnable victories are particularly important in situations where the community or organization has little or no experience in project planning and implementation, or in cases where recent project attempts have fallen short or failed. An activity as simple as painting a school building or cleaning up trash in a town plaza can have the effect of boosting participants' motivation to try something more substantial the next time.

What are some examples of potential "winnable victories" for the organizations or groups you are familiar with in your community?

IN PLANNING, THE PROCESS IS AS IMPORTANT AS THE PRODUCT

Whenever you get involved in project planning with your community, it is essential to consider the process (who is involved and how you work together) as much as the product (what you produce or accomplish). Authentic community capacity building must emphasize both of these elements.

Here are some examples of ***process objectives*** that you and your community might target during project planning and implementation.

- ☐ Ensure that key policy and decision makers and community leaders contribute to the project.
- ☐ Ensure that those who are most affected by the project focus have a meaningful voice in the planning process.
- ☐ Enlist technical assistance from external organizations that have desired expertise.
- ☐ Identify and leverage needed resources to carry out the project activities.
- ☐ Ensure that what is learned through exploration and investigation of the priority issue(s) is applied to the planning process.
- ☐ Strengthen individuals' and organizations' analysis, planning, and negotiation skills.
- ☐ Build community leaders' skills to facilitate a planning process that integrates those who are most affected by the issue.
- ☐ Establish effective communication channels and relationships between community actors.
- ☐ Ensure that opposing points of view can be voiced and discussed in a constructive manner.

[Adapted with permission from ***How to Mobilize Communities for Health and Social Change*** (draft form), Chapter 7, by Lisa Howard-Grabman and Gail Snetro, Save the Children Federation, Westport, CT.]

PROJECT SUSTAINABILITY CRITERIA

In the Introduction section of this Toolkit, we presented a list of factors that contribute to a sustainable community development process. These same criteria may be adapted and applied to measuring the sustainability of a small-scale project.

- **Culturally sustainable:** Does the project design fit within and build on local beliefs and traditions, or will it be seen as an "outsider's idea" and not be acceptable or continued when you (the Volunteer) leaves?

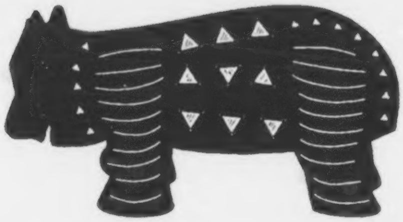
- **Politically sustainable:** When there is no longer an outsider in the project, will it be sustainable within the sociopolitical context?

- **Economically sustainable:** Will there be sufficient local resources (or the capacity to generate them) when you or other supportive outsiders leave?

- **Managerially sustainable:** Will there be the local management capacity to carry on the work when you leave?

- **Environmentally sustainable:** As the project grows, will the environment be able to sustain the use of resources?

By addressing these questions at the outset of the planning process, you and the community will be more likely to create a meaningful project that has the impact you desire.



STORIES FROM THE FIELD:

KENYA

Two Volunteers were assigned to the small village of Wanjohi located on the western slopes of the Aberdare Mountain Range. Wanjohi is a small farming community in a district of approximately 40,000 people. When the Volunteers first arrived in Wanjohi, they assisted the community in analyzing and generating solutions to problems that already existed. After speaking with many people throughout the community, the Wanjohi Health Center, and the Public Health Office, it quickly became apparent that people's access to health information was quite limited. The idea of a Health and Medical Resource Center was suggested and received enthusiastic response from everyone.

However, many logistical problems had to be resolved before they could start. Issues had to be addressed such as, How to start this kind of project? Where should the Resource Center be located? Who would manage it and be responsible for materials? What resources were already available? It was decided that a room would be designated for the Resource Center within the Wanjohi Health Center, which is centrally located and easily accessible to most people. The Health Center staff also volunteered to rotate through so supervision would always be present at the Resource Center during business hours. The Public Health Technician agreed to manage the facility and catalog all incoming materials and resources.

The next step was to solicit books from donors and major health institutions. After compiling a list of organizations, they started a mailing campaign that procured approximately 100 promising donors. The response was overwhelming. The Health Center has received approximately 200,000 shillings worth of books. More are on the way.

The Resource Center started as a small-scale project that has caused a chain reaction in initiating other projects in the community, creating confidence, and motivating individuals to educate others. For instance, the Health Center personnel started to give seminars at local schools based on information researched from donated books. Nurses were able to research child-care topics and relate the information to their patients. The clinical officer was able to research such sensitive subjects as drug dependency and HIV/AIDS, problems that are increasing in the area.

The Swahili have a saying, "*haba na haba hujaza kibaba*," which means "little by little always fills the cup." Unexpectedly, this project is little by little having an impact on a small village located on the side of the Aberdares. Through the efforts of the two Peace Corps Volunteers (Health and Environment), a Health and Medical Resource Center was born in Wanjohi. With effective cross-sector collaboration, careful planning, and designation of a manager, their work will continue to benefit the community.

BULGARIA

An Environmental Education Volunteer teaches ecology and English at the Municipal Children's Center in Balchik, Bulgaria, and at other local schools. Balchik is a small town on the Black Sea coast; he is the first Volunteer assigned there. "I'm happy about making a few inroads in town and I think most people here know who I am and have a positive impression of the Peace Corps."

With his Bulgarian colleagues, the Volunteer helped plan a full week of activities for Earth Day, including planting 550 trees at two schools. Twenty-five students and teachers from nearby towns also came to help. Balchik businesses and private sponsors donated all costs and materials, including trees, planting soil, food, and accommodations for the visitors.

In the coming year, Balchik will be the site of one of five schools piloting the GLOBE environmental education program. "We've had many false starts on other projects and sometimes I think it would be easier if I did everything myself, but what benefit is that?," says the Volunteer. "I try to keep thinking 'our project' versus 'my project'—it's very slow sometimes, but it's why I'm here."

IDEAS AND ACTIVITIES FOR PRACTICING YOUR ROLE AS A PROJECT PLANNER

INTERVIEWING EXERCISE: WHAT MAKES PROJECTS SUCCEED OR FAIL IN YOUR COMMUNITY?

PURPOSE

To assess current or past community projects in terms of their overall success and sustainability; to identify the key elements that seem to account for a particular project's success or, conversely, its failure

ACTIVITY

1. With the help of your trainers, Counterpart, or community leaders, identify one or more community projects that are ongoing or have been completed in the past year. Find out who the key project stakeholders are, i.e., those people with a vested interest in the project outcomes. Stakeholders typically include project planners, implementers, beneficiaries, and funders; they may also include people who are opposed to the project and have the power to negatively affect its outcome.

2. Using the list of "Characteristics of Successful Projects" (pp. 5–6) and the Project Sustainability Criteria (p. 27), draft several questions to use as an interview guide for assessing the success of the project. Some sample questions might include:

- How has this project involved community members? Who was involved in the planning, implementation, and evaluation phases? Who are the project leaders?
- Is there a difference in the way men and women (or girls and boys) participate(d) in the project?
- How has the project made use of the community's existing resources? How has the community supported or obtained additional resources for the project?
- How has the project built the capacity of local community members?
- What kind of lasting impacts (positive or negative) do you think this project will have on the community? Impact on men? Impact on women?

3. Using your interview guide, meet with two or three different types of stakeholders to learn their perspectives about the selected project. If your second language skills are limited, try to team with someone who is more fluent and conduct the informal interviews together as a pair. Afterwards, share your information with other Trainees, trainers, or your Counterpart. Try to isolate specific factors that seem to have contributed to the success or failure of the project. Discuss whether or not these factors are universal (i.e., they would have the same effect on any project of a similar scale) or are more peculiar to your community, region, or culture.

4. Keep the a of factors and pertinent information to refer to when you are ready to begin planning projects with your community.

FINDING RESOURCES *INSIDE* THE COMMUNITY

PURPOSE

To become more aware of existing community resources related to your particular technical sector

ACTIVITY

1. Working with your fellow Trainees or your Counterpart, canvass your local community for resources that might be needed for or applied to sector-specific project activities. For example, if you are a Volunteer assigned to work in an Environmental Education Project, consider the types of small-scale projects you and your community might attempt—a curriculum development project, a youth camp, a teacher training workshop, and so on. Look around the community to ascertain what human, physical, and material resources might *already be there* to tap. List as many resources as you can find.

2. Ask your host family, friends, and trainers to help you see hidden assets that can become "in-kind" contributions to a particular project. In-kind contributions are non-cash items such as the following: a local person with particular construction skills who is willing to advise on the project, a local business that is willing to lend the use of a needed piece of equipment, or materials that may be gathered for no cash cost (sand, palm fronds, rocks, etc.).

3. If you are in PST, join together with other Trainees in your technical assignment area and compare your lists.

BEST COPY AVAILABLE

IDENTIFYING LOCALLY ACCEPTABLE WAYS TO HELP COMMUNITIES RAISE FUNDS FOR PROJECTS

PURPOSE

To identify traditional and non-traditional ways for raising modest project funds

[NOTE: When talking about fundraising, it is important to clarify that we are referring to fundraising activities conducted by the community to benefit their projects. The Peace Corps prohibits Volunteers from participating in fundraising activities that would result in personal benefits for themselves.]

ACTIVITY

1. Using your observation and interviewing skills, find out how people in your host community have traditionally raised funds when they want to implement a new project or activity. For example, people may conduct raffles or sponsor a special sport event for which they charge an admission fee. Who is responsible for these fundraising activities? How easy or difficult is it to manage each type of activity? Which fundraising methods seem to be the most successful? Are they more successful during specific times of the year? (If so, why?)

2. After you have identified local fundraising methods, get together with other Trainees, Volunteers, and/or Counterparts and add other ideas you may have seen or used to raise project funds. Here are some examples of fundraising techniques used successfully by Volunteers and their communities:

   ☐ Place donation boxes in public places.
   ☐ Collect and recycle materials for cash or other resources.
   ☐ Sponsor fairs and expositions (charge for displays, sell food, charge admission).
   ☐ Write and distribute solicitation letter with inspirational story.
   ☐ Make small craft items to sell and/or distribute to potential sponsors.
   ☐ Swap in-kind gifts with other NGOs.

☐ Sponsor a talent show, "non-talent" show, concert, or dance (charge admission fee and sell food).

☐ Show an outdoor movie (charge admission fee and sell food).

☐ Have a car wash.

☐ Create and sell local postcards or T-shirts.

3. Once you have a list of fundraising ideas that have been successful in your community, consider these questions:

   - What are the advantages and disadvantages of a community earning its own project funds?
   - What kinds of skills and abilities do these fundraising methods call for? Where can we find these skills?

> *"Little strokes fell great oaks."*
>
> **— Benjamin Franklin**

PRACTICE EXERCISE: WRITING PROJECT GOALS AND OBJECTIVES

PURPOSE

To practice drafting goals and objectives for a small project; to better understand the difference and relationship between a goal and an objective in the context of a small-scale project

ACTIVITY

1. Read the following story:

NITA'S DREAM

Nita is a 16-year-old girl who lives in a small village. She has grown up in this village with her brothers and sisters, cousins, aunts, and uncles. She goes to school fairly regularly, and helps her mother in the house and the garden. Although Nita has never left her village, she dreams of attending the university in the capital city where she can study business and have a career, like her cousin Nafta. Nafta visits a few times a year with stories of city life. This dream of going to the university has been with Nita for many years, but lately it is all she can think about, especially as her family begins to talk about marriage for her.

One hot and quiet evening, Nita is lying restlessly in her bed, tossing and turning and trying to sleep. Her mind is whirling with images of the city and school and life outside her village. She abruptly gets up and quietly finds a candle. She tears a sheet of paper from her school notebook. At the top she writes, "University." Then she begins to make a list:

- *Talk to school counselor by March about different universities and scholarship opportunities.*
- *Write to four different universities to request information within two months.*
- *Study mathematics at least one hour per day for the next term.*
- *Apply for university entrance examination before spring deadline.*
- *Discuss plans with mother and aunt.*

She rereads what she has written and, satisfied with her plan, crawls into bed to sleep.

BEST COPY AVAILABLE

2. After reading the story, how would you describe Nita's dream? How would you state this in terms of a goal? (As needed, refer to the definition of a goal in the Project Design Worksheet on page 13.) Write the goal in the space below:

3. How would you describe the list Nita developed? Are these major steps or activities she will carry out in order to reach her goal? What other activities could be included on this list? Review the definition of "objective" in the Project Design Worksheet on page 14. What are some of the characteristics of Nita's objectives? Are they SMART objectives? Use the space below to adjust and/or add to Nita's list of objectives:

4. Review the relationship between the goal and the objectives you (and Nita!) have written. If Nita accomplishes all these objectives, will she likely reach her goal and make her dream come true?

[Adapted with permission from ***Project Design for Program Managers***, pp. 33-37, CEDPA Training Manual Series, Volume II, Centre for Development and Population Activities, Washington, DC. 1994.]

PLANNING, IMPLEMENTING, AND EVALUATING A PRACTICE PROJECT DURING PST

PURPOSE

To practice the steps in project planning by designing, implementing, and evaluating a small project during PST; to practice doing a project in a safe environment (with peers and host community members you already know); to help community members (project participants) learn new information or skills of benefit to them

ACTIVITY

During most PSTs, there are opportunities to plan and carry out small projects or activities. Sometimes these may be related to your technical Project (small business development, natural resource management, health and nutrition promotion, secondary education, and so forth). Other times, they may be related to a particular interest you and members of the community share in common. Here are a few examples of small projects or activities that Trainees have successfully planned and implemented during their PST:

- Exercise or athletics with teenagers or other age groups
- Projects for children such as arts and crafts, reading, storytelling, drawing
- One-day events such as a women's health fair, a wall mural drawing, a parade, and so on
- Cooking classes (any type of food)
- Music sessions (introductions to pop, rock, jazz, opera)

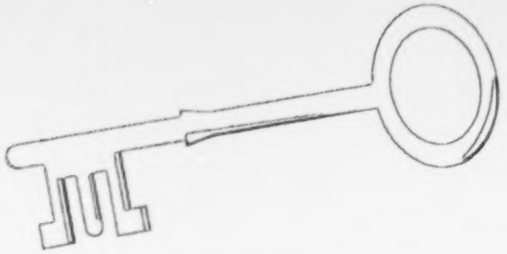
- Teaching computer literacy or introducing the Internet
- Cleaning up and doing small landscape improvements (planting trees and flower beds, etc.) at a local park
- Celebration to show appreciation to host families

Approach your community service project as an opportunity to "get your feet wet" before you try an actual project with your community at your site. Select a project idea that is small and "winnable." Talk to your fellow Trainees, trainers, and APCD about project options in your PST situation and then select an appropriate activity or event to plan. Test your project ideas out with people you know in the community—are people interested in working with you on this idea? If enthusiasm seems limited, consider another option.

Once you have identified your project idea, use the Project Design, Action Plan, and Budget Worksheets in this Toolkit to guide you through the project planning steps, modifying the steps to fit the scope and nature of your project. Throughout the planning and implementation process, involve the project participants and beneficiaries as much as possible. Make this their project, not just yours!

Ask your trainers to help you monitor and evaluate the project. At the end of the experience, sit down with everyone who participated in the planning process and share your lessons learned.

> ***If you have a lot of things to do,***
> ***get the nap out of the way first.***
> **— An eight-year-old**



KEY RESOURCES FOR MORE INFORMATION AND INSIGHT

Above and Beyond: Secondary Activities for Peace Corps Volunteers. (Peace Corps, Washington, DC) 1995. [ICE M0052]

Design and Management of Community Projects: A Team Approach. Robert L. Hubbard and Mari Ennis-Applegate. (Peace Corps, Washington, DC) 1993. [ICE R0081]

HIV/AIDS: Integrating Prevention and Care into Your Sector. Idea Book Series. (Peace Corps, Washington, DC) 2000. [ICE M0081]

The New Project Design and Management Workshop Training Manual. (Peace Corps, Washington, DC) 2000. [ICE T0107]

Beyond the Classroom: Empowering Girls. Idea Book Series. (Peace Corps, Washington, DC) 2000. [ICE M0080]

Participatory Program Evaluation: A Manual for Involving Stakeholders in the Evaluation Process. Judy Aubel. (Catholic Relief Services and Peace Corps, Washington, DC) 1995. [ICE R0094]

Children's Participation: Theory and Practice of Involving Young Citizens in Community Development and Environmental Care. Roger Hart. (UNICEF and Earthscan, New York, NY) 1997. [ICE YD029]

Who Are the Question Makers? (OESP, UNDP, New York, NY) 1997. [ICE TR109]

Youth Development and the Environment. (Peace Corps, Washington, DC) 1998. [ICE M0057]

NOTES

6
**Capacity Building
Toolkit**

THE VOLUNTEER AS MENTOR

THE ROLES OF THE VOLUNTEER IN DEVELOPMENT

Capacity Building Toolkit 6

THE VOLUNTEER AS MENTOR

IN THIS TOOLKIT

KSA Matrix and Learning Plan 2
What Is a Mentor? 2

MODELS, CONCEPTS, AND CASES 5

Mentoring: Perceptions of PC Host Country Staff 5
What Mentors Do 6
Six Key Types of Mentor Assistance 7
Behaviors to *Avoid* in Mentoring 10
Developing a Mentoring Partnership 12
Working with Young People: Helpful Hints from A Youth Perspective 14
More Tips for Working with Children and Adolescents 16
Cultural Cautions for Mentors 17
Organizing Mentoring Programs 18
Stories from the Field: Ecuador, Guinea, and Thailand 19

IDEAS AND ACTIVITIES FOR PRACTICING THE MENTOR ROLE 21

Reflecting on Mentors in Your Past 21
Identifying Your Mentoring Resources 23
Active Listening Practice 25
Brainstorming about Mentoring Links in the Local Community 26

KEY RESOURCES FOR MORE INFORMATION AND INSIGHT 27

VOLUNTEER AS MENTOR

KSA MATRIX AND LEARNING PLAN

MENTORING	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, skills, and attitudes (KSAs) you need for this role	Examples of successful mentoring models; youth development models, issues, and practices related to working effectively with youth	Modeling skills; relationship building; coaching skills such as guiding with questions; interpersonal communication skills such as active listening and feedback skills	Respect and trust in others; patience and perseverance; consistency and reliability; desire to help self and others grow personally and professionally; give and receive feedback; self-esteem
Your initiatives to learn more (Make a plan)	What knowledge you still need and where to find it: – – – – –	Skills you need to gain or improve and how you might work on further skill development: – – – – –	Things that will help you change any attitudes that will hinder your role: – – – – –

WHAT IS A MENTOR?

Webster's dictionary defines *mentor* as: "A wise and trusted teacher or counselor." The term comes to us from Greek mythology—Odysseus, King of Ithaca asked his trusted friend, Mentor, to look after his son while he fought the Trojan War. In the context of capacity building, mentoring is a personal or professional relationship in which a more experienced individual (the mentor) acts as a guide, role model, coach, and sponsor to a less-experienced person (the mentee). In this relationship, the mentor:

- offers knowledge, insight, perspective or wisdom that is especially useful to the mentee;
- listens, affirms, counsels, encourages, and seeks input to help the learner develop skills, expertise, and/or direction; and
- clarifies expectations about the relationship and, in some cases, establishes measures of success with the mentee.

[A NOTE ON THE TERM "MENTEE": Most people consider the term "mentee" more neutral than the term "protégé," which for years was used to describe the relationship of an older, more senior person (e.g., a bank vice-president) guiding a younger person (e.g., a junior manager). In our text here, "mentee" refers simply to "the person being mentored".]

Mentoring relationships vary in terms of the degree of structure (from informal to more formal structure) and length of engagement (from spontaneous, short-term interaction to long-term investment). Decisions about how much structure you need and how long you should maintain the relationship will depend on the people involved and the context.

During your Peace Corps service, you will likely encounter several opportunities to both *be a mentor* and *be mentored.* Sometimes you may find that certain people in the community choose you to be their mentor because they regard you as a role model—you may have little say in the matter other than to continue being a good example! Many Volunteers report an enormous sense of fulfillment and reward from their experiences in mentoring a colleague or a friend, in large part because of the reciprocal nature of the relationship—both people help learn from one another. A vivid example of this sort of mentoring is the partnership between a Volunteer and his or her Counterpart. Both the Volunteer and Counterpart have something valuable to offer the other at various times along the way in their relationship; their success as partners in development depends in great part on their willingness to give and ask for help from one another. In other words, they pass the "mentoring stick" back and forth between them.

An important but indirect capacitybuilding role is to help potential mentors and mentees in your community or organization link up with one another. For example, you might encourage an older girl to help a younger girl cope with peer pressure and social relationship issues. In many countries, girls and young women in particular can benefit from mentoring activities that help them increase their self-esteem, sense of self-worth, and awareness of their potential and options open to them.

EXAMPLES OF THE MENTORING ROLE IN THE PEACE CORPS

1

Kelly, a health Volunteer, meets regularly with Elena, a health worker in her local clinic. Elena has good interpersonal skills and natural gifts as a group facilitator. She has asked Kelly to coach her in some new methods for working with groups and help her move toward her goal of becoming a local leader. Kelly shares ideas and resources with Elena and tries to model good leadership behaviors. Elena, in turn, is helping Kelly practice the local tradition of storytelling and use it to address sensitive health issues. Whenever possible, they observe one another facilitating meetings, and afterwards discuss the experience in terms of skill development.

2

Mark, a small business Volunteer, has organized a small school-based program for linking young people with professionals in the community, including, among others, a teacher, nurse, agronomist, public official, business manager, and artisan. Based on their individual interests, each student selects one of the professional workers to meet with and "shadow" over the course of the semester, exploring different perspectives and opportunities. At the end of the term, the students share their insights from the experience and relate them to their future aspirations.

3

Sabrina, an education Volunteer, organized a girls' club and is currently leading the participants in a series of workshops focusing on life skills such as leadership, assertive communication, and decision making. Over the weeks, as the girls addressed critical issues such as HIV/AIDS, teen pregnancy, and drug use, they expressed concern for the well-being of their younger sisters and girlfriends. They wanted to help these younger people understand the choices they have, feel more confident, and make informed decisions. To address this expressed need, Sabrina and the older girls are initiating a program in which the older girls mentor the younger ones. Sometimes all the girls get together as a large group to discuss "hot" topics; other times, they meet in pairs or trios to talk confidentially about critical situations or decision points in their lives (for example, deciding to say "no" to a boyfriend's sexual advances).

4

Jerome was a National Parks Volunteer who worked in projects to raise environmental awareness among families living in communities that border on park boundaries. About a year into his service, he met a young boy, Miguel, who was an energetic participant in several of the projects. After one of the meetings, Miguel asked Jerome if he could visit him at his office to see some of his conservation books and other materials. That visit launched an informal mentoring partnership that lasted for the rest of Jerome's service. Jerome taught Miguel about biology and ecology; Miguel and his family taught Jerome about the indigenous people's deep ties, both physical and spiritual, to the forest lands. Before Jerome ended his service, he persuaded the Park director to hire Miguel part-time as a junior ranger. Now a year later, the National Park is connected to the Internet and Jerome and Miguel are "virtual" friends, using e-mail to stay in touch, exchange conservation information, and share stories.

> ***"You don't truly know something yourself***
> ***until you take it from your own mind***
> ***and put it into somebody else's."***
>
> — Jazz great Milt Hinton
> (born 1923)

Capacity Building Toolkit 6

MODELS, CONCEPTS, AND CASES

MENTORING: PERCEPTIONS FROM PEACE CORPS HOST COUNTRY STAFF

In a workshop, Peace Corps Language/Cross-Cultural Trainers from 11 different countries explored what it means to serve as a mentor. The table below captures their initial thoughts and experiences.

For you, what does "mentoring" imply?	Knowledge, options, nice, advisor, promotes diversity of ideas, enhances, change, responsibility, good counselor, leader, guidance, competencies, experience, monitoring and evaluation, specific needs, support, resource person, outcomes, shares ideas, capacity builder, facilitator, empowering, initiator, helps to fill a gap, instructor
Who is generally involved in a mentoring relationship?	Trainers, parents, whole organizations, someone who needs help, trainees, teachers, experienced people, a learner
When is mentoring appropriate and when it is not appropriate?	When appropriate—when needed, asked for, wanted, specific, fills a gap, shared goals and understanding, agreed on strategy, knowledgeable and professional, one-on-one
	When NOT appropriate—no need, imposed, not qualified, not serious, when culturally inappropriate
How is it initiated – formally, informally?	Spontaneous, not planned, consensus, referral
What is the role of the mentor?	Patience and honesty, active listener, helper, provides guidance, develops strategy, creates new opportunities to learn, is humble, adapt knowledge to a situation, good facilitator, role model, sets an example, supportive, flexible, motivator, resource, assists
What is the role of the person being mentored?	Patience and honesty, active listener, identifies needs, seeks outside opinion, wanting to learn, self-confidence, not totally dependent, sets expectations, flexible and open to change
How do you know when the mentoring is successful?	Skills are transferred, feels better, feedback, results (not always instant), follow-up, sustainability, ongoing, positive change
Think about someone you consider a good mentor. What are some of the things that make him or her good?	Develops individual talents, non-judgmental, knowledgeable, resourceful, easy to approach, works with local resources, realistic, creative, supportive, empathetic, open to personal growth, humorous, available, interpersonal communications skills, flexible but organized, is credible, has appropriate skills, delegates, creates comfort, safe environment, aware of culture, values diversity

From a Language/Cross-Cultural Mentor Workshop, October, 2000, Washington, DC.

WHAT MENTORS DO...

Here is a list of things mentors frequently do to help their mentees. The list is not exhaustive — you may want to add some actions based on your own past or current experiences.

MENTOR SKILL OR ACTIVITY	**Others have done this for me**	**I've done this for others**
1. Set high expectations of performance.		
2. Offer challenging ideas.		
3. Help build self-confidence.		
4. Encourage professional behavior.		
5. Offer friendship.		
6. Provide positive reinforcement and encouragement.		
7. Listen to personal problems.		
8. Teach by example.		
9. Inspire through actions and words.		
10. Encourage risk taking.		
11. Confront negative behaviors and attitudes.		
12. Offer wise counsel.		
13. Share critical knowledge.		
14. Assist with career development.		
15. Suggest ways to excel.		
16. Are available when needed.		
17. Teach specific skills.		
18. Trigger self-awareness.		
19. Explain how the organization works.		
20. Provide access to key people and information.		

[Adapted with permission from: ***Mentoring*** by Gordon F. Shea, Crisp Publications, Inc., 1200 Hamilton Court, Menlo Park, California 94025. 1997.]

SIX KEY TYPES OF MENTOR ASSISTANCE

These are six particularly helpful ways to encourage personal development. They are critical components of a healthy growth process for all of us. Their strength lies not in the notion that they meet all the mentee's needs—they don't. But they meet *key* needs, and when offered at important junctures in a person's life they can help the person resolve a problem or decision and move on.

1. Helping a person shift her or his mental context (envisioning outcomes/goals)
2. Listening when the mentee has a problem; identifying mentee feelings and verifying them (active listening)
3. Effectively confronting negative intentions or behaviors (using "I" statements/feedback)
4. Providing positive reinforcement
5. Providing appropriate information when needed
6. Encouraging exploration of options (asking questions, suggesting alternatives)

1 HELPING A PERSON SHIFT MENTAL CONTEXT

Imagination is a critical component of one's development. As mentors, we help our mentees create a personal vision of healthy change. They, on their own, will do most of the things needed to bring the vision to reality. The following exercises will help you better understand how to shift context:

- Think back to an important decision you have had to make in your own life where you were torn between alternatives. List three things you needed from people close to you to help you make the best decision.
- Think back to a time in your past when you made or were about to make a serious mistake or error in judgment. Identify three things that someone else did or could have done to keep that situation from turning out bad.
- Envision one personal goal you would like to achieve. Picture yourself being there. Focus on the "what," not the "how."

2 LISTENING ACTIVELY WHEN THE MENTEE HAS A PROBLEM

All of us need someone to talk to, someone to serve as a sounding board when we have problems or issues weighing us down. Providing a listening ear—without taking on the other person's problem, giving advice, or joining her in the "blame game"—can serve as a powerful aid to a mentee. Many mentors believe that respectful listening is the premier mentoring art. Respectful listening is the ability to become absorbed in what the other person is saying about her problem, treating her words as confidential, not interjecting our own views, opinions, or suggestions. When respectful listening occurs, the other person has an opportunity to gain insight into her problem by articulating it, to sort things out, perhaps to develop some alternative solutions, and almost always to gain emotional relief from the issues before her.

When you listen actively and respectfully, you accept what the person is saying as genuine and try to "hear" the feeling and meaning in the words. The facts in a message are the objective reality; how a person feels about them usually identifies whether or not a problem exists, the dimensions of the problem, and often its importance.

Active listening is...	**Active listening is not...**
Empathizing: Nodding, eye contact, attending	Arguing
Questioning (who, what, how): "How do you feel about...?" "What are some examples of...?"	Giving the "facts"
Clarifying (paraphrasing): "You're really frustrated about..." "So, you're suggesting..."	Jumping to premature conclusions
Encouraging the individual to generate solutions: "How do you picture...?" "What might that look like?" "If you were in her place, what would...?" "If you could do it again, how would...?"	Giving the answer

[Adapted with permission of The McGraw-Hill Companies from *The Diversity Tool Kit IV*, by Lee Gardenswartz and Anita Rowe, Irwin Professional Publishing, 1994.]

3 PRODUCTIVE CONFRONTATION

Sometimes a mentor finds it important to confront the attitude, behavior, or plans of the mentee. To criticize or pressure the mentee to adopt another course may lower the mentee's self-esteem or push away the mentee and hurt the relationship. A helpful way to communicate in this type of situation is to use an "I" message—an authentic statement directly from the mentor. An "I" statement should contain:

- a clear but neutral statement of the problem as you see it;
- a statement of the negative consequences you perceive from the mentee's action; and
- a statement of your feelings or concerns about the mentee's behavior or intention.

Example:

Your mentee has stated with force that he wants to quit school because the headmaster is picking on him and making him do menial chores that other students don't get assigned to them. You have been aware of some issues between the two, but did not realize the conflict had gotten more serious.

"I" Message:

"I'm concerned that you are considering quitting school altogether as a way to avoid the interpersonal conflict between you and the headmaster. I'm afraid you'll lose the valuable educational opportunity you have now and won't find another easily in the future. I'd like to help you figure out a way to deal with the headmaster and stay on track with your studies, too."

4 PROVIDING POSITIVE REINFORCEMENT

When done sincerely, positive reinforcement can be a powerful tool for building trust and encouraging repeat behavior. As mentors, we should always be on the lookout for opportunities to praise outstanding performance. Although there is no prescribed manner to giving praise, many mentoring teachers suggest these three steps: (1) state what the person did that was positive, (2) say something about its value—the results or difference it made to others, and (3) express appreciation. Be aware that praising in public is considered inappropriate in some cultures and may result in unintended embarrassment for the receiver. In such cases, you will need to adjust your approach to make it more culturally comfortable.

5 PROVIDING APPROPRIATE INFORMATION WHEN NEEDED

The key words here are "when needed." Mentors frequently make the mistake of providing advice in the guise of information or overwhelming the mentee with a ton of ideas, data, and materials. In many cases, especially ones involving personal problem solving, it is better to wait for the mentee to *ask for information* and then provide targeted ideas. To build further independence, we can also teach mentees where to go to access the kinds of information they need and then let them take the initiative.

6 ENCOURAGING EXPLORATION OF OPTIONS

The purpose of this type of assistance is not to find the "right" answers, but to create a list of courses of action or alternatives. The quantity of options is sometimes more important than the quality (i.e., the quality can be worked on later). The mentor's task here is to create an open and stimulating environment for identifying possibilities. Both mentor and mentee need to guard against snuffing creativity ("It can't be done," "They'll never agree to that," and so on). If you find yourself falling into that trap, try playing the "what if" game ("What if you had someone partnering with you on your project…?" "What if you won the WID scholarship…?"). It is okay for you to offer a couple of suggestions based on your own experience and expertise, but they should not be considered any more or less valid than the other ideas on the list.

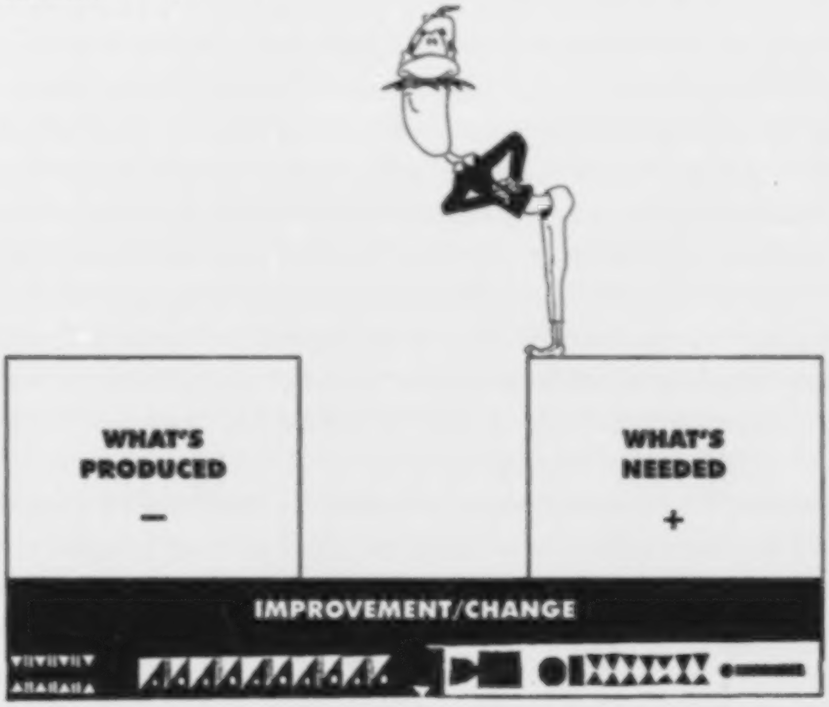
[Adapted with permission from *Mentoring* by Gordon F. Shea. Crisp Publications, Inc., 1200 Hamilton Court, Menlo Park, California 94025. 1997.]

BEHAVIORS TO *AVOID* IN MENTORING

Sometimes in a mentoring relationship, we revert to behaviors that are less than helpful to the process of personal or professional development. Criticism and giving advice are two such behaviors.

CRITICISM

Criticism is evaluative and judgmental no matter how nicely we may say it. We may be trying to be constructive, but our intention may inadvertently damage the self-esteem of the mentee. Avoiding criticism does not mean accepting negative behaviors or self-defeating, repetitive actions. What it means is finding objective and creative approaches to encourage positive change. When a person is not performing up to his or her potential, he or she may need information rather than criticism. Mentors often give their best when they help their mentees break out of repetitive negative patterns of behavior. One way to do this is to help the mentee view the problem as a gap between what is needed and what is being produced. The gap can be described and measured and then a plan made for closing it. In this way, the gap is described in neutral terms and closing the gap is viewed as a feat to be accomplished.



GIVING ADVICE
("WHY DON'T YOU...")

When we give advice, we assume we have superior knowledge, insight, or wisdom related to the subject at hand. If we are engaged in a general professional conversation with our mentee, that may be true. But if we are trying to help the mentee deal with a personal problem, job-related or not, the mentee is likely to know much more about the problem than we ever will—especially so in cross-cultural mentoring situations. When we attempt to give advice about personal problems, we often encounter resistance of various forms ("yes, buts," downcast faces, a withdrawal of attention to the conversation, and so forth). It is presumptuous to assume we know more about another person's problems than that person does. Often, we can serve our mentees best by:

☐ Listening carefully as they describe the problem;

☐ Feeding back the emotions we hear them expressing, to confirm that we heard and understood the nature of their difficulty; and

☐ Providing ideas or information, when they ask, which they can use to help build their own solution.

This sort of approach encourages greater independence and decision making on the part of the mentee.

Personal Reflection Activity...

Considering Constructive Alternatives to Criticism and Advice

- List five things another person can do to help you change for the better (help you adjust to a new culture, stop smoking, exercise regularly, etc.)

- What causes you to feel best when you are making progress toward a significant personal goal? List five things that help your progress.

- When you try something and get in trouble for it, how do you want people close to you to behave? List five behaviors you would like from them.

- Ask a host country trainer or colleague these same questions and contemplate the similarities/differences between their answers and yours.

[Adapted with permission from *Mentoring* by Gordon F. Shea. Crisp Publications, Inc., 1200 Hamilton Court, Menlo Park, California 94025. 1997.]

DEVELOPING A MENTORING PARTNERSHIP

In a successful mentoring experience, both parties contribute to and benefit from the relationship. There is no supervisory hierarchy. Perhaps the mentor is more experienced than the mentee, but he or she is *not better or more important* than the other. The spirit of mentoring is more one of two people taking a journey together where they have some ideas about their ultimate destination, but they aren't exactly sure what the roads look like or what it might take to finally arrive. One way to view the evolutionary nature of mentoring relationships is to think of them in terms of stages of development.

STAGES OF DEVELOPMENT IN A MENTORING PARTNERSHIP

Stage 1: The mentor and mentee become acquainted and informally clarify their common interests, shared values, and professional goals.

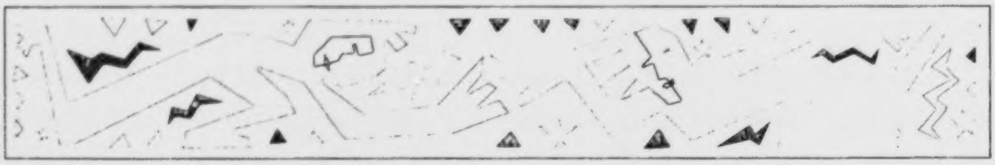
Stage 2: The mentor and mentee communicate initial expectations of one another and agree upon some common procedures as a starting point. If the two individuals sense a major disparity between their needs and interests—and where neither party can accommodate the other—the pair is able to part company on a friendly basis before the actual mentoring and inevitable frustration begin.

Stage 3: The mentoring meetings and conversations happen. Gradually, needs are fulfilled. Objectives are met. Professional and/or personal growth takes place. New challenges are presented and achieved. This stage may last for months or years.

Stage 4: The mentor and mentee redefine their relationship as colleagues, partners, peers, and/or friends.

GETTING STARTED

As you contemplate a mentoring partnership with someone, discuss what you want from and can give to one another. Here's a worksheet to help you organize your thoughts:



FROM THE MENTOR'S PERSPECTIVE

Contribute to Partnership	Gain from Partnership

FROM THE MENTEE'S PERSPECTIVE

Contribute to Partnership	Gain from Partnership

Once you have a general idea of what you and your mentoring partner want from the experience, make an agreement about how you can work together most effectively. Since a mentoring relationship is voluntary, it's a good idea to set some ground rules and develop some shared expectations at the outset. Here are some sample questions** you can use as a frame of reference to gain a better understanding of your mentee:

1. What are the most important things you would like to get from this relationship?
2. Here is a list of things I believe I am particularly good at. Are any of them of particular interest to you?
3. What developmental needs, knowledge, skills, etc. would be of greatest value to you?
4. What is your preferred method of learning? (through examples or cases, demonstration, hands-on practice, observation, etc.)
5. What can I do to increase the level of comfort between us?
6. What can each of us do to make sure we start off on the right track?
7. Is there anything I need to know about you right now that would be helpful to me?
8. What else is important for you?
9. How often should we meet and for how long?
10. Where will we meet?
11. What are the best ways we can contact one another?
12. If we need to cancel a meeting, how would we go about that?
13. What ideas do we have for getting our activities organized?

** As with any sample list, these questions should be adapted to suit your particular mentoring focus and the cultural and organizational context in which you work.

[Adapted with permission from ***Mentoring: Participant's Notebook***. Brainstorm Dynamics, Inc., Phoenix, Maryland. 1998, and from the ***Mentor Teacher Handbook, Stages of Development in a Mentoring Partnership***, Rita W. Peterson, University of California at Irvine, http://www.gse.uci.edu/doehome/EdResource/Publications/MentorTeacher/Chapter3.1.html, date accessed: April 4, 2002.]

WORKING WITH YOUNG PEOPLE: HELPFUL HINTS FROM A YOUTH PERSPECTIVE

This excerpted article was written by Matlhogonolo Mogapi, a 19-year-old woman from Gaborone, Botswana, who has worked as a peer educator in AIDS and who was a UNICEF-sponsored participant in "Young People in Action," the 8th International Conference on AIDS in Africa, December 1993. The article was originally included in a UNICEF report from that conference.

WHY INVOLVE YOUNG PEOPLE:

- We are enthusiastic.
- We know our needs best.
- We are at a stage when we can learn and change.
- We are more open to new ideas.
- We are very impressionable, we can be influenced easily, and the influence can be positive.
- Most youth are very passionate; once we are convinced about something, we stick to what we believe in.
- We are creative, and so can be in a position to lend advice about how issues that affect us can be approached in as creative a manner as possible, and one that will appeal to us.

FOR EFFECTIVE YOUTH PARTICIPATION:

☐ **Use "our" language;** it is important that we are able to understand you.

☐ **Be honest and upfront** when dealing with young people. You should state exactly what it is you expect of them in as concise a manner as possible. Be very clear and direct, and that way they will be honest enough to tell you exactly what it is they can or cannot do.

☐ **Be patient.** Some young people will have invaluable ideas, but will not be able to articulate well what it is they want to see happening. Have the patience to put them at ease. This will show them how much you value their ideas and so will make them more accepting of you.

☐ **Let the young people outline for themselves what they feel they want to do and can do.** In that way you will not be delegating duties for them that they might find uninteresting and unchallenging, or overwhelming and totally out of their scope.

☐ **Allow them to learn from experience.** Never tell young people that they can never do something. Even if you feel their seemingly "idealistic" ideas are too ambitious, do not disillusion or discourage them. Let the youth explore their own capacities and in that way they will know their limits.

☐ **Be non-directive when initiating a discussion.** Ask the youth open-ended questions such as, "What do you think we can do?" "What would you like to see happen?" In that way the youth will end up not even needing you to prod them for answers. As they talk about some of their ideas, they will need only your guidance as their facilitator, to put them back on track of what had initially been the issues.

☐ **Be fair,** and admit when you are wrong or do not know something. Let the youth teach you what they know, especially on issues regarding them. Be very open-minded when working with young people and expect of them what you can expect of yourself, too.

☐ **Be neutral in the face of disagreements** between yourself and young people. Try to see things their way. If you feel they are giving you a hard time, feel free to tell them how you feel and how it is affecting you. If you do that, they will see you as a human being with feelings and will act in your best interests if you do so for them, too.

☐ **Be consistent;** always keep to what you profess to believe in. Young people will see you as someone they can trust.

☐ **Show them you have faith in them** and that will enable them to make independent decisions and so be able to build good leadership skills for themselves.

"I learned wisdom from all my teachers and teaching from all my students."

— Ben Ezra
Second Century AD

MORE TIPS FOR MENTORS WHO WORK WITH CHILDREN AND ADOLESCENTS

☐ **Maintain regular contact.** This cannot be overstated. Consistency is crucial, especially during the all-important trust-building phase of the relationship. Mentors must be willing to make a considerable time commitment.

☐ **Take the time to develop trust.** Many young people have not had positive relationships with adults in the past. Mutual trust and respect are goals to work toward, not a given. Keep your promises, speak truthfully, state your expectations, and set clear boundaries. In addition, remember that most youth are very sensitive about being labeled. Avoid using phrases like "street kid" or "abusive families."

☐ **Don't preach.** In working with your mentees, practice active listening and try to help *them* solve *their* problems. Offer alternatives instead of answers. It is important to work together to determine activities and define the direction of the relationship. A mentor is an advocate, friend, role model, sponsor, nurturer, or coach. A mentor is *not* a parent, therapist, judge, rescuer, authority figure, employer, or bank.

☐ **Identify areas of need.** Don't expect each conversation to be a confession. Once problem areas are identified, work to find ways to address those areas of need and give support. Some mentees may not easily accept help. You can be a strong and committed voice of support. Stay alert to changing individual needs.

☐ **Access resources.** Help your mentee access community resources. Instead of doing the research yourself, model the process you use when seeking information and service. Then guide your mentee through a brainstorming process to start targeting appropriate resources.

☐ **Debrief with supervisors and peers.** Mentoring can be both exhilarating and frustrating. Find time to share your stories (but take care not to betray confidences). Seeking the advice of others will help strengthen your communication and problem-solving skills.

[Adapted with permission from "*Tips for Mentors,*" Northwest Regional Educational Laboratory Project Learns, www.nwrel.org/learns/resources/mentor/index.html, website last updated: March 1, 2002.]

ORGANIZING MENTORING PROGRAMS

Mentoring programs can be designed for any segment of the population, but the majority of them focus on school-age children or young people starting out in their craft, trade, or profession. Most mentoring programs emphasize one or more of the following elements:

EDUCATION

These programs typically focus on improving overall school achievement through tutoring and study skills enhancement. Mentors also offer encouragement and counseling to build or bolster the student's self-esteem.

CAREER DEVELOPMENT

Mentoring programs can provide a new avenue for exploring educational and career paths. To help students make the transition from school to work, students are paired with professionals, introduced to role models, and encouraged to visit various work environments.

PERSONAL DEVELOPMENT

These types of programs usually focus on reducing high-risk behaviors in youth, e.g., drug use, sexual activity, and truancy. They may intervene at a critical point in the student's life and focus on providing guidance for decision making and assertiveness.

PROFESSIONAL ADVANCEMENT

Many organizations have mentoring programs in which senior or seasoned staff mentor junior or newly arrived staff, helping them develop organizational savvy, leadership, networks, and/or specialized expertise.

During your service, you will stumble upon (or may create) some wonderful opportunities to link people in your community together in mentoring partnerships. Your Counterpart and other community members may also be interested in setting up a structured mentoring program involving local schools, businesses, churches, NGOs, or other institutions. If you and your community get involved in organizing structured mentoring programs that involve a number of different stakeholders (e.g., youth, their parents, the mentors, and/or the hosting organization), you will need to approach the task with careful planning. For example, the ICE publication *Beyond the Classroom: Empowering Girls,* offers an excellent planning format for a "Take Your Daughter to Work Day" project; refer to this and other resources listed on the last page of this Toolkit. Also, consult with your APCD, your supervisor, and/or colleagues who have prior experience with designing and implementing mentoring projects.

[Adapted with permission from "*Types of Programs,*" Northwest Regional Educational Laboratory Project Learns, www.nwrel.org/learns/resources/mentor/index.html, website last updated: March 1, 2002.]

STORIES FROM THE FIELD:
ECUADOR

A Volunteer was a professional large-scale mural painter in the United States before her Peace Corps service. Her current site is the capital of Ecuador, Quito. Knowing that paint can last on a wall upwards of five years, she entered the Center for Rehabilitation for Boys with the idea to prepare them for work that would last a little bit longer than just that one night. She used art, in this case mural projects, as a tool to approach and address a multifaceted program agenda to create a transition period between life in a penal institution and life outside of one. The nature of the work is public and very visible. It is an avenue for the boys to link up again with the culture that they find themselves at odds with, on their own terms, and with a sophisticated language.

She met a 16-year-old boy by the name of Pablo. Pablo had been living on the streets for eight years and had only gone to school through the fifth grade. He had attempted to live in several of the homes set up for youth but had found life preferable on the streets. Prostitution has been his main moneymaking activity, which he would never allow to be known to anyone. He slept throughout the day and stayed up during the night to keep warm and alive. He started painting murals with the Volunteer because he had told her previously that he was interested in drawing. The Volunteer secured permission from the rehabilitation center for Pablo to live there during the months they painted on the project. It was during the rainy season, and it was the first time that the boy had been warm in months. He certainly started to look better within the first few days. Pablo had actually been looking for something for a long time. He didn't have proper papers, he had no diplomas, and he had no connections except those of the street. There was no way that he could reconnect himself to society. The small salary that they were able to pay him (the equivalent of 30 American dollars a month) went toward rent for a small room. With this small room, he was able to establish an address, a place to go to, and a place where he could keep his things. This small sense of security allowed him to begin to take night classes and continue his education, and the connection to the mural project allowed for a base where he could reach out and find other, more permanent employment, with ready references from the foundation.

Mural making allowed Pablo to participate in a very active way in a project from its beginning all the way to its conclusion, and at every level. Inherent in the project are mechanisms for creating self-esteem. The participants create something that is physically larger than themselves and is permanent. Pablo changed without much direct intervention.

The Volunteer's plan is to make this activity a permanent part of the *Fundación Estrella del Mañana* (Morning Star Foundation), with Ecuadorian artists taking over her role once the program has been established. There are plans to move on to the rehabilitation centers for girls, and to develop projects in other parts of the country, talking largely and loudly the whole way.

GUINEA

HELPING GIRLS STAY IN SCHOOL

Volunteers have institutionalized the Girls' Conference. Every year, Volunteers in each region gather together in the regional capital. They bring young schoolgirls with them to discuss issues that female students face in the classroom, and to come up with some workable solutions that empower female students in the learning process. This year, sessions included the following topics: Reproductive Health, Staying in School, Test-taking Skills and Good Study Habits, Career Day (participants "shadowed" a woman working in a non-traditional career), and African vs. American Feminism. Many of the girls who attended the workshops did presentations at primary and secondary schools when they returned to their towns and villages.

THAILAND

A Volunteer, based at Kun Jae National Park, has spent his free weekends helping at the orphanage home in Chiangmai. Supported by private funds, this orphanage is the home of approximately 20 children from three to 15 years of age whose parents have died of AIDS and who have no family member to take care of them. All of these children are free of AIDS and came to this orphanage directly from the crowded government orphanage home. While working at the orphanage, the Volunteer plays sports and music, reads, and does other recreational activities or household chores with and for the children. He has become known as "Uncle Ed." He serves as a male role model and father figure for the children. More important, he has established a linkage between the park and the orphanage. For example, he brought these children to learn about nature by staying a few nights at the park. It is worth noting that, ever since these orphanage children were brought to the park, many of the park staff have taken their own initiative by assisting or participating in the orphanage activities whenever they can.

IDEAS AND ACTIVITIES FOR PRACTICING YOUR ROLE AS A MENTOR

REFLECTING ON MENTORS IN YOUR PAST

PURPOSE

To learn from a past mentoring experience where someone had a positive effect on your life or you were able to help someone

ACTIVITY

1. Think back into your past and recall times when you made important changes. Identify the people who have significantly influenced you and made positive contributions to your life.

   Someone who inspired you to shift the direction of your life in a constructive way:

   ____

   ____

   ____

   Someone who provided something to help you grow in depth of feeling, character, or ethical integrity or who has helped you develop a deeper commitment to your values:

   ____

   ____

   ____

   Someone who gave you some form of help at just the right time:

   ____

   ____

   ____

Someone who arranged an unusual learning experience for you that allowed you to see something from a different perspective or with a deeper meaning or insight:

2. Relate an experience where you reached out to another person who was deeply in need, and your help appeared to make a beneficial difference to that person.

   Describe an experience you observed, read, or heard about where someone reached out to another person to help in an unusual way.

   Describe one mentoring experience you have had that did not fit the direct, one-to-one personal aspect of mentoring (for example, a special parental message, a speech, a quote from literature, and so on).

3. Using these same reflection questions, ask your host family, community friends, or professional counterparts about their experiences in mentoring. Explore with them the possible cultural similarities and differences in mentoring.

4. Share your reflections with your colleagues, trainers, Counterparts, and/or community friends. Together, have a conversation about the possibilities of mentoring in the new context in which you will be living and working. Using your collective experiences and your cultural understanding, write some guidelines that will help you get started well in this capacity-building role.

[Adapted with permission from ***Mentoring***, by Gordon F. Shea. Crisp Publications, Inc., 1200 Hamilton Court, Menlo Park, California 94025. 1997.]

IDENTIFYING YOUR MENTORING RESOURCES

PURPOSE

This exercise will help you become aware of the personal and/or professional assets you have to bring to a mentoring partnership. These resources will vary according to your job, personality, interests, experiences, network of friends and associates, and available time.

ACTIVITY

On the worksheet below, identify some of your special assets you bring to a mentoring partnership.

My position and work experience: ____________________

____

____

____

Things I like to do: ____________________

____

____

____

My education, training, and/or experience: ____________________

____

____

____

My pastimes, hobbies, and/or clubs:____

____

____

My special skills and knowledge:____

____

____

My special passion(s):____

____

____

Any other asset:____

____

____

[Adapted with permission from *Mentoring*, by Gordon F. Shea. Crisp Publications, Inc., 1200 Hamilton Court, Menlo Park, California 94025. 1997.]

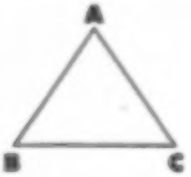
ACTIVE LISTENING PRACTICE

PURPOSE

To build skills in using active listening in the context of mentoring (for example, to help a mentee clarify and resolve a problem)

ACTIVITY

You and two of your fellow Trainees or colleagues will join together to form a triad for role play practice. There will be three rounds with each person in the triad having a chance to play the role of mentee, mentor, and observer (see diagram below).



A = Mentee

B = Mentor

C = Observer

In preparation for your turn as Mentee, you should think of a real issue or problem you are experiencing or have faced recently (a situation you are willing to share with your two colleagues). In Round One, the Mentee talks about his problem. The Mentor uses active listening skills in responding to the Mentee, helping him solve the problem. The Observer watches the interaction, using the Active Listening table (page 8 of this Toolkit) to tally the number of times the Mentor uses the different behaviors. At the end of the interaction, the Observer gives the Mentor feedback. The triad then rotates the roles two more times, giving each participant a chance to play all three roles. After the three rounds are over, discuss the practice using the following questions as a guide:

- How did it feel to actively listen?
- What did you do well?
- Which behaviors were easy? Difficult?
- What did you learn from your Observer's feedback? What did you learn while being the Observer?
- Under what conditions can you envision using this skill in your professional work and interpersonal relationships?

BRAINSTORMING ABOUT MENTORING LINKS IN THE LOCAL COMMUNITY

PURPOSE

To become more aware of the mentoring opportunities that exist in a given community

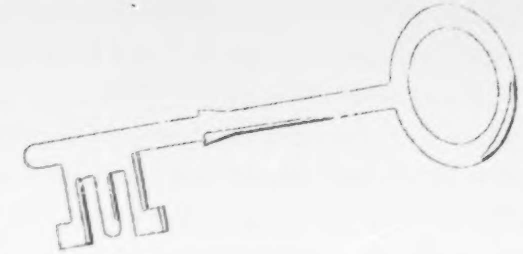
ACTIVITY

In a small group with your fellow Trainees, trainers, and/or community partners, consider all the possible ways people in the local community might link up in mentoring relationships. Think about less structured or more structured, and short-term or long-term opportunities. The mentoring options may or may not be related to your technical sector.

Use the brainstorming technique to generate as many mentoring links as possible and write them down on a flip chart. Don't stop to evaluate any of the ideas until you have exhausted your imagination and memory. Afterwards, review the options and cluster or categorize them by whatever means is most useful to you (for example, degree of structure, length of relationship, potential for getting started, and so forth).

Discuss more specifically what role the Volunteer might play in each type of mentoring opportunity (for example, serving directly as a mentor, or encouraging others to link together in a mentoring partnership, or training others in mentoring skills, and so on).

BEST COPY AVAILABLE



KEY RESOURCES FOR MORE INFORMATION AND INSIGHT

Beyond the Classroom: Empowering Girls. Idea Book Series. (Peace Corps, Washington, DC). [ICE M0080]

Children's Participation: Theory and Practice of Involving Young Citizens in Community Development and Environmental Care. Roger Hart. (UNICEF, New York, NY). 1997 [ICE YD029]

Coaching for Development: Skills for Managers and Team Leaders. Marianne Minor. (Crisp Publications, Inc., Menlo Park, CA). 1995 [ICE TR123]

Developing Managers as Coaches: A Training Guide. Frank S. Dalisburg. (McGraw-Hill, New York, NY). 1994. [ICE TR068]

Life Skills Manual. (Peace Corps, Washington, DC). 2000. [ICE M0061]

Mentoring. Gordon F. Shea. (Crisp Publications, Inc., 1200 Hamilton Court, Menlo Park, California 94025). 1997.

What Did You Say? The Art of Giving and Receiving Feedback. Charles Seashore, Edith Whitfield Seashore, and Gerald Weinberg. (Bingham House Books, Columbia, MD). 1997. [ICE TR115]

> *Well done is better than well said.*
>
> — Benjamin Franklin

NOTES

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC
Educational Resources Information Center

NOTICE

Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (1/2003)